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ABSTRACT

This manual describes a variety of approaches a college or university can take to support student volunteers. It summarizes 6 models of volunteer programs currently in use on campuses and describes in detail a seventh "comprehensive" model that allows the school to assist and give general direction but permits students freedom to run their own programs. Financial, administrative, and many practical aspects are covered. Suggestions for both small and large scale service programs are made. The appendices contain a "mini-manual" for students to use in developing volunteer programs and sample records and forms used in existing programs. (JS)

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college Volunteers

A guide to action:
Helping students
to help others

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THE WHITE HOUSE

Woodrow Wilson once charged college students: "I cannot admit that a man establishes his right to call himself a college graduate by showing me his diploma. The only way he can prove it is by showing that his eyes are lifted to some horizon which other men less instructed than he have not been privileged to see . . . How many of you have devoted yourselves to the like adventure?" Today thousands of young collegians can answer in the affirmative.

On campuses across the country, students are serving as volunteers to help meet the needs of people in their communities. They have tutored children, counseled juveniles and refurbished neighborhoods. This force of mobilized, concerned youth is an essential means of re-humanizing American society. Volunteer service brings the requisite commitment needed to solve today's complex human and social problems. Active, responsible and personal involvement can be the key to creating the sense of community that helps our whole society come alive to its duties and opportunities.

The student volunteer movement is harnessing idealism to the uses of mankind. This manual, written for the college advisers of student volunteers, is a guide to action. Its aim is to help the advisers convert the enthusiasm and skills of college students into worthwhile social programs.

May I express the hope that the administrators of our colleges will support the student volunteers on their campuses.

Richard Nixon

college Volunteers.

A guide to action: Helping students to help others

by
JAMES TANCK

NATIONAL PROGRAM FOR VOLUNTARY ACTION
451 Seventh Street, Southwest
Washington, D.C. 20410

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preface

Colleges and universities across the country want to learn more today about the student volunteer movement that is flourishing on many compuses. This manual is written mainly for the school that has no volunteers, or that has only the bare beginnings of a program.

How much should a school encourage student volunteers? How much and what kind of support should it give the program? Every school will have to answer these basic questions in its own way, relying upon its own views of the proper relationship between college, students and community.

This manual explores a number of approaches that a school might take to supporting student volunteers. One approach that has been highly successful on some campuses is described in detail. We feel that it will be valuable in some way to any administrator who is interested in the student volunteer movement, no matter what kind of program is now running on his campus or what kind his school hopes to encourage.

CHAPTER 1

they don't want to wait until they graduate

In the spring of 1969, the Gallup organization took a poll of the nation's students that produced a remarkable finding:

Seventy-one per cent of the students said that they would consider working as part-time volunteers if there were projects operating in or near their college communities.

This is an extraordinary fact—seven out of ten students saying they would consider working part-time to help others. The headlines are often full of the destructive actions of a minority of students. But the great majority of students want to take constructive action to change society, *and they don't want to wait until they graduate.*

The potential here is enormous. The nation's colleges and universities are faced with an opportunity unlike any in their history. The purpose of this manual is to help schools take advantage of this opportunity for the benefit of the students, the benefit of the institutions and the benefit of society.

The New Breed of Volunteers

America has always had volunteers, but none quite like volunteers of today. One of the traditional ways for voluntary groups to help the neglected and the deprived has been to raise money or to collect goods, such as food and clothing. The students recognize that this approach does some immediate good, but they argue that far too often the results are fleeting—that it is not enough to sweep into the lives of the poor, dispensing favors like Lady Bountiful, and then to depart in haste. Giving *things* to people will not solve their basic problems. To do that, the students feel, you have to give *yourself*. You have to get in-

volved. You have to work person-to-person. You have to help people to learn how to help themselves.

This point is basic to an understanding of the social action programs of the young, including the Peace Corps and VISTA. The young are convinced that the way to attack the problems of the disadvantaged is with talent, empathy and staying power—resources, it has turned out, that many students have in abundance.

The Peace Corps, founded in 1961, benefited from this new interest in social action. Recruiters were swamped with applicants. VISTA got the same reception when it began in 1964. But these were programs, by and large, for college graduates. Many students wanted to begin to work while they were still on campus.

Slowly, very quietly, the students began to start volunteer projects of their own. In a genuine sense, it was a grass-roots movement. Initially, the volunteers were mainly on campuses in the East and Far West. But in a short while students across the country were trying to help people in their communities.

There was no pattern to the early programs—and indeed they are extremely diverse to this day. Some of the groups were sponsored by campus religious centers or student governments; others were just a few young men or women who got together on their own.

They often worked in isolation—isolated not only from each other, but from their administrations and from important elements in the communities they were trying to serve. The confusion and misunderstanding engendered by this isolation will be discussed in a later chapter; here it is sufficient to note that the lone operator often had a discouraging time.

There were other problems. Some overly-idealistic students started programs, ran into difficulties they had not anticipated and quit in frustration.

Many students did not have the proper training for the jobs they tackled, and for good reason: there were few people around to train them. Students began projects in ghetto areas without knowing how to get along in the area; they often stirred resentment without realizing why.

Still, despite the problems, the movement grew. Many of the early successful programs are nationally-known today: Phillips-Brooks House at Harvard; the Clearing House of the University of Colorado; the Student Woodlawn Area Project of the University of Chicago; the Campus Service Corps at Eastern Michigan University; the Tuskegee Institute community education program; the UCLA Tutorial Project; and the Student Education Corps at Michigan State University.

A Quarter-Million, and Still Growing

In 1963, some 5,000 students were serving as volunteers. This year an estimated 250,000 are working on over 1,000 programs, and the movement is still accelerating. But many problems remain. Unfortunately, a vast majority of these students are involved in programs that still operate independently and that do not provide proper training. Other programs are limited in scope. As a result, the volunteer movement on many campuses has not begun to realize its potential, either in the impact it can have on nearby communities or the sense of satisfaction it can bring to the students. In many cases, the community has refused to

cooperate fully with the students because the various programs were so poorly coordinated.

In recent years, however, a small number of universities have begun to give the volunteers support. In 1967 Michigan State University became the first school in the country to set up a separate office with a full-time coordinator devoted to volunteer programs. Since that time, other institutions have made similar commitments. The results have been excellent. More students have become involved in solid programs; more people have been helped in their communities. In every case, support of the university has helped to fight the isolation syndrome that afflicts so many student volunteer programs.

This is where we stand today. The movement is growing rapidly. There are all kinds of programs operating on all kinds of campuses—public and private, big and little, urban and rural. But most of the programs are still limited in size. Many of them are still falling far short of their potential. And only a small number of universities have begun to help the students to help others.

We believe that one of the soundest investments a college or university can make today is to provide support for the student volunteers on its campus. We believe that a well-coordinated program of student volunteers can make a positive contribution to the life of the campus, the lives of its students, and the life of its surrounding community.

CHAPTER 2

the reason why

Why should a school go to the trouble of giving any kind of support to a student volunteer program? In particular, why should it go to the extent of assigning a staff member to work on the project full-time? To be a success, he will have to be in good standing with both the students and the community. It is essential that he have good rapport with students. He could handle a number of difficult jobs. Why assign him to student volunteers?

The most important reason for committing university resources to a voluntary program is that the students want it. President Pusey of Harvard has said that thousands of students are "on fire" to go to work to solve urban problems. Volunteer programs are a major student activity wherever the schools have given their support. The Michigan State experience, mentioned in Chapter One, began with five students in 1962. Today there are 10,000 student volunteers on campus. Much of this explosive growth took place after the university opened its full-time Office of Volunteer Programs.

Working as volunteers allows students to turn their deep concern with social problems to positive ends. The student who cannot do something about his concerns is a frustrated student, and there have been many frustrated students among the crowds that caused turmoil on campuses. Only a tiny minority of students are radicals. Most students want to work for change within the system. Schools that support volunteer programs are taking a realistic approach to meeting the needs of their students. The program is no panacea, but it is a step in the right direction.

Another basic point is that many

students who become involved as volunteers—and who often are the program leaders—are not interested in traditional college activities. These students are frequently planning on a definite career from the moment they enroll. Fraternities, publications, campus government—they all may seem irrelevant to these students. But they do see the relevance of working as volunteers. They can accomplish something. They can see the benefits of what they do.

The fact that student volunteers come directly into contact with the world that lies beyond the campus gates is one of the most important reasons for a school to support a program. Students today are terribly concerned that their educations be "relevant" to the world around them. As one college president has observed, the "ivory tower" has become a laughably grotesque symbol for higher education. Students working in the community can apply and test what they have learned in the classroom. If students are to demand a voice in changing the curriculum, they should have a background of experience to support their views. They should know what they are talking about.

For example, a student majoring in education can gain invaluable experience by working in an inner-city tutorial program. It is a long way from the abstractions of the classroom to the hard realities of trying to hold the attention of a disadvantaged boy. The reaction of a volunteer working in such a program at Michigan State is typical: "I didn't realize that seven and eight year olds were interested in science. I'm meeting with my academic adviser about putting some science teaching courses into my program."

A volunteer project can often make clear to a student why his professors want him to take certain courses. There was the case, for example, of an urban planning major who used to complain about having to study sociology and psychology. All he wanted to learn was the basic technique of remodeling cities. Then he became involved with a group of citizens that was planning a modest rehabilitation project for its neighborhood. While the various factions argued during the confused and lengthy meetings, the student came to understand why he was being asked to take psychology and sociology.

Another basic reason for a school to support student volunteers is that the programs bridge the gap between town and gown. They get the school intimately involved in the life of its surrounding community.

Many universities have long and honorable traditions of service on the part of the faculty and staff. This is especially true of land grant institutions across the country, which have as one of their basic tenets the duty to aid the people of their states.

But too many schools still exist in virtual isolation from the world around them. The problems that some schools have experienced with their neighbors in recent years show how unrealistic and unwise it is to try to live apart in this time of social ferment. Today no school can be an island.

Finally, a school that has a successful volunteer program is bound to improve its public image. The volunteers give the news media something positive to cover after all the negative stories of campus turmoil. It is not enough for university officials to tell the press that most students are determined to work for change within the system, to act as responsible individuals, to respect the authority and learning of their professors. Most newsmen know this. But they need concrete examples of the good intentions of students before they can develop stories that will attract any attention. Volunteers make stories.

CHAPTER 3

a need, a beginning

Before any school decides to commit its resources to a program of student volunteers, it must be convinced that the effort is worthwhile. The program must serve a definite purpose. As a start, the school needs the answers to two basic questions:

1. Would a volunteer program meet the needs of the community?
2. Would a volunteer program meet the needs of the students?

Based on all the surveys that have been taken around the country, the answer to these questions most likely is "yes." But you still need additional assurance to move ahead. For a program that satisfies the needs of the community may not satisfy the needs of the students, and vice versa. The school has to be sure that the program it could support would do both.

This chapter outlines an approach to getting solid information that the school can act upon with confidence.

The Community's Needs

The first principle can be simply stated:

A program is based on a need.

Does the community have any needs that can be handled by student volunteers? If not, it makes no sense to try to start a program no matter how eager the students and no matter how enthusiastic the school. An obvious point, it might seem, but one that is often overlooked with disasterous results.

Identifying true community needs is one of the most difficult tasks facing a school. The staff member who makes the survey should not begin with any fixed number in mind that he must identify. One genuine need may be enough to serve as a beginning. As community groups discover that students would like to help them, they will soon bring their needs to the attention of the university and

the volunteers. It may take the community a year or longer to realize the potential of a broadly-based volunteer program.

As he starts to look for needs, the staff member may find that a few contacts turn up a number of ideas that sound worthwhile. He may be tempted to settle on two or three of these early proposals. But they may not be the right ones. Many well-informed people in the community *think* that they know what its real needs are, but they often don't. In particular, they have a hard time identifying real needs that can be met by volunteers. Finding the right ones takes time; the staff member has to contact a number of people and evaluate their judgments.

He should talk to the mayor and other top officials of the community—the program needs their support—but he may find that they are too high in the ranks of government to suggest needs that might be handled by volunteers, who work on a very personal basis. However, the mayor and his aides will recommend the school's representative to the officials in lower positions who are likely to know the kinds of needs he is looking for.

In the case of city government, the right man might be the public housing director, or, in a larger community, the manager of a public housing development. Another good person to contact might be the director of a community center, or the principal of an elementary school, or a counselor in a high school. In some locales, the directors of private organizations are helpful: the 4–H Urban Program, the Boys' Clubs of America, the local Red Cross Chapter. If VISTA has people in the community, they can often be very valuable.

One mistake that is frequently made is to automatically pass over the established agencies and organizations in the community. In order to discover what the neighborhoods really want, the argument goes, you have to go directly to the people. What is really being said is that the established community organizations and agencies have failed and therefore totally new approaches based on direct contact with the people must be developed.

It is perfectly true that some community organizations, both public and private, have not been as effective in reaching the people as they could be. But many of these organizations are now trying to improve their programs to meet the various human and economic needs of the community. It would be an error to ignore the work, knowledge and experience of these established agencies. In most cases, they are able and willing to give good advice to the school. We should build upon the expertise already at work in the community. There is no need to re-invent the wheel every time a new program is begun. Later, if the school finds that the agencies cannot or are not attempting to meet the real needs of the community, they can be abandoned for more independent action.

In addition to the well-known agencies and organizations in the community, a number of new groups have been formed in recent years. These groups, largely citizen associations and alliances, have proven to be excellent sources of information about community needs.

And if there are already fledgling volunteer groups on your campus, they of course should be sounded out for their ideas on community needs. Unfortunately, many of these small

programs were set up more to satisfy the needs of the students than the community, but their leaders are nonetheless well worth contacting. After faltering starts, many of these programs have taken hold in the last two or three years.

The Student Commitment

Once community needs have been clearly established, the next step is to determine the level of student interest and commitment. If there already is a small volunteer program on campus, your students obviously have at least some interest in the program. Has the program stayed small because few students are interested? Or is the program so limited in scope that it appeals to few students?

To answer these questions, the school should begin working with the existing groups to expand their scope in order to attract students with a variety of talents and levels of commitment. To take a simple example, there may be a small group on campus that tutors children in the inner-city. If all the children are very young, the program probably attracts few engineering or science majors. But if it were expanded to include tutoring high school students in modern math and physics, the program might very well bring in science and engineering students.

If there are no volunteer programs on campus, the school will have to experiment by starting some small efforts to determine how much interest the students have. The staff member who works on this will be acting as a catalyst. To start, the staffer should talk to the agencies already operating in the community to see if they could use volunteers effectively. Surprisingly, many of these agencies have never considered the possibility of using volunteers. Knowing the resources of the students, the staffer may find that he can suggest ways of using volunteers that will be quickly accepted by the agencies. In brief, the agency identifies the human need that should be met, and the staff member suggests how student volunteers could meet it.

Some examples of a perceptive catalyst at work:

- A representative of a college visited a community center where a group of boys was attempting to set up a ham radio station. The director of the community center said that the boys had been struggling for months to get the station into operation. The representative of the college knew that the school's department of electrical engineering was particularly strong. After several discussions with professors in the department, he was able to recruit some engineering majors to help get the boys' station on the air. News of the project soon spread to other community and youth centers in the area. Soon a number of similar clubs were in operation, all staffed by engineering majors who formed their own student-run volunteer program.
- One school representative looking into community needs learned that an inner-city church was attempting to open a day-care center for working welfare mothers. To keep the cost low enough for the center to be used by welfare mothers, the church donated the facilities and utilities. But the church soon discovered that the cost of hiring professional help to staff the center was too high for the operation to bear. The representative from the school suggested that students majoring in child development or preschool educa-

tion might help out part-time. When the church quickly accepted the idea, the school's representative contacted students and professors in the department of education. Their reaction to the idea was enthusiastic; many of the students wanted to have this kind of experience in the real world with real children. As a result, the day-care center was opened, staffed and operated by one professional worker and a swarm of volunteers from the university.

- The inter-fraternity and Panhellenic council at one university asked

the school to help them find a worthwhile short-term project. A staff member recalled a boys' club that had just opened in the inner-city. The building, which in turn had been a warehouse, ice house and brewery, was badly in need of repair and paint. The staff member matched the needs of the club with the desire to help of over 1,000 campus volunteers. Two weeks later, the appearance of the boys' club was changed dramatically. So pleased were the community's residents, especially the boys, that they sponsored a celebration for all 1,000 volunteers and served them a dinner of soul food.

A word of warning: a number of quick successes like the ones described above may encourage you to embark forthwith on a major program without setting up the proper organization. If that happens, you run the real risk of over-committing yourself, and finding that you cannot deliver on the promises you have made. And if that happens, the entire volunteer effort on your campus may come to a stop. It has happened elsewhere. Go slowly and avoid disillusionment.

In the three examples given above, the needs of the students and the needs of the community blended perfectly. But an exact matchup is often very difficult to achieve. And if there is no correlation between the two, the programs will quickly become failures. Two examples:

- Some families in one neighborhood petitioned a nearby college to furnish them babysitters on Friday night so that they could take an evening off. Trying to cooperate, the school did its best to recruit some volunteers, but the case was hopeless. The students didn't want to babysit.
- A group of law students at one college decided to offer the residents of a nearby inner-city a special course in real estate law. The students were warned that the residents had little interest in the legal complexities of real estate, although they did express a desire to learn more about the laws that directly affected them—juvenile codes, for example. But the students persisted and began a course that was virtually ignored by the neighborhood.

These are classic cases of one group's needs going completely contrary to the other's. But neither case can be interpreted to mean that the community did not have real needs that it wanted met by volunteers, or that there were no students willing to go to work.

A school that is considering supporting a volunteer program should not automatically jump to conclusions if one or two early projects fail. Look to see why they failed. In both cases, cited above, there was a failure of communication. You should realize that the needs of students and community will often be in conflict. The only way to avoid the conflict is to have full and frank discussions at the outset.

We assume that both your students and your community show enough interest in a volunteer program to encourage you to look further into the question. Otherwise this manual would come to an early end.

The next step is to survey all of the various approaches to student voluntarism—some tightly organized, others not organized at all—that are now in being on campuses across the country. The variety should help you decide which approach is best for your school.

CHAPTER 4

a variety of approaches

Student volunteer programs have developed in a variety of ways on a variety of campuses, some with university support, more without it. The following six systems, or models, as they are generally called, are now in use on campuses across the country.

1. *The Recruitment Model*. In this organization, the initiative belongs to the community. Various neighborhood groups and agencies come on campus to recruit students for their activities. They may work through students or departments. The basic flaw in this approach is that it seldom meets the needs of the students. The volunteers almost never get a chance to use any of their talents in planning programs; they are recruited as the manpower to carry out plans that are already formed. And many of the organizations that come on campus do not accurately reflect the real needs of the community. Being able to tap students as a source of manpower often allows an agency to perpetuate itself although the needs it is fulfilling are minor.

Another basic weakness in this model is that the recruiters do not begin to draw on the full resources of the student body. Many students are not attracted by the programs, which are usually limited in scope. Recruiters often confine their efforts to a certain department, such as social work. But there may be dozens of engineering majors who would like to work on the activity if they were approached.

Of the six models, we believe that this has the least to offer. We urge every school to avoid it.

2. *The Ad Hoc Model*. This is very common: some students simply take it upon themselves to band together and go out into the community to start a project. The pro-

gram usually meets the needs of the students, but seldom those of the community.

The most distinctive characteristic of such programs is isolation—isolation from the university and isolation from the community, which is often suspicious of the students who have suddenly appeared in its midst. Ad hoc programs also suffer from a lack of continuity, leadership, planning and training. They are generally short-lived, and a short-lived program is often worse than no program at all.

3. *The Independent Model.* A close relation to the ad hoc approach is what might be called the "independent" model. The basic difference between the two is that an ad hoc group operates one program, while an independent unit sponsors a variety of services. The independent approach usually fails because it is *too* independent: it works without any ties to the university or the community leadership. In extreme cases, some groups have actually incorporated themselves and become separate entities. Usually an elite group runs an independent program, which means that it does not attract broad support from the student body. By its very form, the independent model is almost certain to meet the needs of neither the community nor the students, and it suffers from the same lack of continuity and responsibility that plague the ad hoc approach.

4. *The Decentralized Model.* Under this approach, programs are scattered throughout the university in various departments, student clubs and organizations. Some of the programs may have a kind of connection with the university. For example, a group tutoring inner-city children might be sponsored by the department of education.

This model is an improvement over the ad hoc or independent approach—there is at least some relationship to the university—but the system has grave faults. Because there is no coordination, there is bound to be overlap and waste. The programs are often unknown to the campus at large; they are usually limited in scope; the number of participating students is usually small. The decentralized approach also tends to splinter the support of the community, which is never sure just what department is running which program. In turn, the university has difficulty judging the programs its students are carrying out. The decentralized model is amorphous and sprawling, and ultimately it may be frustrating.

5. *The Council Model*. This approach is an attempt to solve some of the basic problems listed above: to develop a systematic program that has some connection with the university. A council is created to govern all volunteer programs. The council may draw its membership from the leaders of existing student programs, or it may be a student-faculty committee, or it may be an arm of the student government.

The council does have the virtue of coordinating programs, but it normally tends to exert too much control over the activities of the volunteers. Very often all programming ideas are originated by the council and passed on to the various groups of volunteers, who soon feel they have no say in their own operations. In effect, the council acts like a regulatory agency. And initiative dies when regulation begins.

The effectiveness of the council also depends heavily upon the dedication of the persons who serve on it. As it happens, the kinds of students who run volunteer programs generally do not desire or have the time for the committee work that such a council entails.

Usually the council is associated with the student government. This can have two disadvantages. First, the volunteer work has no distinct organization of its own; it has low visibility and prestige on campus. Second, the council becomes subject to the whims of student politicians.

Because a council often becomes too political, it repels many students who would like to take part in volunteer work, but who do not want to become involved in power struggles.

6. *The Conglomerate Model*. An even more centralized approach might be termed the "conglomerate model": one body controlling all student volunteers and all programs.

This control over the student manpower gives the conglomerate considerable influence in the community. Theoretically, there are other advantages—programs do not overlap, there is plenty of visibility, the continuity of leadership is preserved, the organization is a central clearinghouse, etc. But the hard fact is that no conglomerate has ever been a real success because the students reject such a cumbersome structure. It limits their opportunities for leadership. The individual programs remain small cogs in a giant wheel; they never fulfill their potential. Volunteers need some freedom to flourish. They are turned off by programs that are too institutionalized.

In the past, students have rejected the conglomerate's programs and gone off on their own to start ad hoc groups. Policing these maverick volunteer programs becomes a major task of the conglomerate, and its original goals may be forgotten. In its quest for control, the conglomerate loses any trace of creativity.

As you have seen, all six of these approaches have serious flaws. The basic problem is to work out an effective partnership between the school and the students, one that allows the school to assist and give general direction to the movement, but that allows the students to be free to run their own programs.

One approach that seeks to achieve this balance is known as the "comprehensive model." It is described at length in the next chapter.

CHAPTER 5

the comprehensive model: a partnership between school and students

Like any partnership, the success of the comprehensive model depends largely on how well each member fulfills its role without encroaching upon the role of the other.

For its part, the school sets up an Office of Volunteer Programs with a full-time director who acts as a catalyst and a coordinator, not as a dictator. His job is to help the various student volunteer programs, not to dominate them.

For their part, the student volunteers run their own programs. They are invited to make use of the centralized services that the Office can offer, but they must be willing to coordinate their activities with the other programs.

Specifically, the director of the Office of Volunteer Programs fulfills these functions:

1. He finds genuine needs in the community that can be met by student volunteers.
2. He helps create volunteer programs on campus to work on the community's needs.

Essentially, this is a similar role to that described in Chapter III, which dealt with the ways a university could determine if there were any real demand for a volunteer program.

By creating an Office for Volunteer Programs and naming a full-time director, the university gives the movement a tremendous lift:

First, the director gives stability to the program that is reassuring to the community, which may not be sure what to make of the eager volunteers. Why should they want to help us?

An official university role in the program can negate fears and open doors. The director can talk to community leaders to explain the pro-

grams in advance; the leaders can talk to him later on if problems arise.

Second, the director can coordinate the various student programs. He can prevent the wasteful duplication that takes place on many campuses where the students are entirely on their own. At the same time, he can encourage the volunteers to expand the scope of their programs to appeal to the interests of more students.

Third, the director gives continuity to the volunteer effort. All too often a program stops when the student leader graduates. This is especially bad for the community, where people had come to count on student assistance. A good director can train and develop a pool of leaders for the various programs. Occasionally, the director may actually assume responsibility for a program on a temporary basis to keep it alive until a new student leader is found.

Fourth, because he is an official of the university, the director gives the volunteer program clout. Apart from the stature he has in the community, the director has the standing to get help for the volunteer program from various groups and departments within the university. To give the office extra muscle, it helps to have the school's trustees formally endorse the program.

Fifth, the director works closely with the students to organize basic services for them that they would have difficulty getting individually. These might include the following:

A. Setting up a placement bureau to recruit and place students who apply to be volunteers.
B. Organizing transportation to the community—one of the most important problems to overcome.
C. Planning orientation; helping to arrange special training courses.
D. Acting as a clearinghouse for ideas and programs.
E. Aiding the individual programs in their fund-raising activities.

The list can be spun out for another page; by assigning a staff man to the program, the university adds an entirely new dimension to the volunteer effort.

Given this support by the director, the various student programs operate as virtually independent entities. The students are free to plan and run their own projects. They get the essential satisfaction of doing the job themselves. And the price they pay for the partnership is minimal; they must cooperate with the other volunteer programs to take part in the centralized programs (e.g., transportation) that the Office sets up after conferring with the various student program leaders.

All important policies are worked out at these meetings between the director and the student program leaders. In one sense, the students look upon the director as an executor of policy that they have a major hand in setting.

The university should be prepared to allow some of its facilities to be used by the various programs. These resources might include intra-mural sports facilities, classrooms, laboratories and the school's radio and TV station, if it has one. The school does not have to agree to open these facilities constantly to the programs, of course, but it should agree to try to make them available from time to time when the requests of the student leaders are realistic.

In many cases, the commitment of a minor part of a school's resources can have a major effect. At one university, free passes to the school's

planetarium gave some children from the inner-city a memorable visit. On another campus, some volunteers who were journalism majors were allowed to use the typewriters and a classroom of their department so that the boys in their program could put out their own newspaper.

For their part, the students have to raise the money to cover the costs of the equipment and services that are used by the program. In most cases, the total expense is not large to begin with and most of the agencies using volunteers are willing to pay part of the tab. Two hundred dollars a year might cover an entire budget, with one major exception: the cost of transportation, which amounts to roughly one third of the expense of the entire volunteer program at many schools.

Transportation could be a shared expense with the university picking up part of the cost and the students and community agencies the rest. Transportation is described in detail in Chapter Seven.

The director of the Office of Volunteer Programs can help the students raise money not only by coordinating the campaign but assisting in it. The drive should seek support from the businesses and industries in the area, foundations, the alumni and anyone else the director can think of who would be a likely contributor.

Fund-raising can also be carried out on campus. Normally, the director does not take an active role in this activity. Another source of funds that can be explored is the student government: it supports volunteer programs at some schools.

A word of warning: before any money-raising begins, the various student programs should work out a formula to split the money.

How Much Does It Cost?

The cost of setting up an Office of Volunteer Programs will vary widely from campus to campus. Small schools may be unable at first to assign a staff member as a full-time director. Larger schools may be able to start out with a full-time director and a secretary. We believe that the advantages of having an adequately staffed office more than compensate for the cost. The money will be well invested.

Any estimate of the cost of setting up an Office of Volunteer Programs is complicated by the wide range of salaries that are necessary in different parts of the country to hire qualified personnel. Here, as a rough guide, are some figures:

Director's salary....	$7,000 to $15,000
Secretary's salary....	$4,000 to $8,000
One graduate assistant-ship.....	$2,000 to $4,500
Student labor costs.....	$2,000
Supplies, Materials, Travel....	$2,000
Equipment..	$1,500

Because of its advantages, we believe that the comprehensive approach to encouraging student volunteers will be used by more and more schools in the future. The following chapters were all written with the comprehensive approach in mind, but the techniques they describe could be adopted by some of the other models of organization described in the previous chapter.

CHAPTER 6

guidelines to action

Before going into a detailed explanation of how an Office of Volunteer Programs works, it may be helpful to lay down some basic guidelines. A few of these have been touched on or implied earlier in the book. Others will be described in later chapters. Although they were written for an Office of Volunteer Programs, they can be adapted by any program that the university decides to implement.

1. The university official who directs the program must believe completely in the concept of voluntarism. This is a job that has to be done with enthusiasm; it will not succeed if done out of a sense of duty. The director becomes the spokesman for voluntarism on campus. He has to attract students to the program; he has to show them how it meets their needs. To be effective, the students themselves must understand the philosophical basis of voluntarism. They must see that today's problems are everyone's problems, and that the efforts of one person assisting another can make a difference.

2. Student volunteer programs exist for two major reasons. First, to meet the needs of the students. Second, to meet the needs of the community. These needs are not always the same; in fact, they are often in conflict. The essential job of the director is to make both sides well aware of a possible conflict of needs, and then to work out solutions. If a program meets only the needs of the students, the community will usually reject it. If the program meets only community needs, students tend to lose interest.

3. The school must show that it fully supports the student volunteers. The program must have high priority, high visibility and high pres-

tige; it cannot realize its potential if it is clustered with other unrelated activities.

4. The students must have a hand in planning the various activities, but they should not be given full responsibility to go ahead on their own. A delicate balance must be maintained: students want to be structured, but not too structured. They want to be guided, but not stifled.

In essence, the university should coordinate and oversee programs that are actually run by students. Ideally, students should be directly involved in all phases of the operation, such as recruiting volunteers, arranging facilities, raising funds, and evaluating the success of the program.

5. The director of the student volunteers should encourage the development of a wide variety of programs in order to involve students of all interests and talents. The business administration major might be eager to help teen-age boys set up a neighborhood handyman service, and the medical student might like to work on environmental health in the community.

Sponsoring a variety of programs has another important advantage: attracting support from a wide variety of university departments and faculty members.

6. As another means of getting wide-spread support, the programs should be made flexible enough to accommodate students with different levels of commitment. Some students will want to work only one hour a week—others will work up to 20. There are needs in the community that can be fullfilled by one hour a week or that take 20. The fact that some students inevitably will be more committed than others often leads to a problem: the deeply dedicated workers may begin to believe they form an elite. When that happens, they will look down on anyone who works only a few hours a week. And when that happens, the whole program is in danger. If only the ultra-committed were allowed to participate, there would be no movement of volunteers today. The director of student volunteers, and the student leaders, should be quick to detect any signs of a sense of moral superiority developing among the hardest workers in the program. Every volunteer's contribution counts. Every contribution is good.

7. The director will constantly have to try to develop good leaders, who are often hard to find. Schools across the country have discovered that many students are willing to volunteer, but few want to become—or have the ability to become—program leaders.

8. Every effort should be made to give the various programs continuity. A program that starts and flourishes and then stops suddenly is an unsuccessful program. The community needs to feel assured that it will not be abandoned by the students. The community needs to believe that the volunteers' program is not a whim.

9. The problems to be attacked by student volunteers should be identified by the community itself. The programs should not be imposed on the community simply because they catch the fancy of a group of students or professors. Helping to set up the original programs gives a community a stake in their success. Neighborhood leaders are much more likely to support programs they have helped to initiate than they are programs that students started in the area with no advance warning or preparation.

10. The university should resist pressure to give class credit for volunteer service. The basis of voluntarism is a personal commitment. The student who works on a project for class credit may or may not have this commitment. All too often, the commitment to work ends with the course. The disruption cancels any benefits of the program.

A student volunteer gives a personal commitment that he will work as long as he can on a particular project. His commitment does not end when grades are handed out at mid-year, and the problem certainly doesn't go away.

Studies have shown that attendance is 50% higher in true volunteer programs than in programs given for class credit. Both groups involved in the experiment did the same task for the same amount of time each week.

This is not to say that course credit has no place in student voluntarism. Credit might be given to students who take special courses set up to help them perform better as volunteers. Credit might also be given for independent study by a student volunteer.

But one distinction should be kept clear. Class credit usually means *learn first* and *serve second*. Volunteer action means *serve first* and *learn second*.

CHAPTER 7

making it work

The director of the newly-formed Office of Volunteer Programs is bound to lead a busy life, but the first few months of his career are likely to be the busiest.

First, he has to make sure that the community realizes that it is being invited to take part in the program. He should get the support of the mayor and the other top officials, and he will have to spend hours searching for needs that volunteers could handle. He should tour the neighborhoods himself, talking to leaders of the established agencies, the churches, the community centers, learning his community so well that it becomes a second home to him.

Second, the director should begin to meet with the existing student organizations on campus that have nothing to do with volunteer work—as yet. He should meet with the botany club, the radio club, the physics club to see if they have any interest in getting involved in a volunteer program. If they do decide to get involved, clubs of this kind often run marvelous volunteer projects. They are already organized, and they have a specific talent or interest.

The director should also contact groups on campus that might not want to get involved in a sustained volunteer program, but that might like to take on an occasional project. The commitment by the fraternities to paint the boys' club described in Chapter Two is a perfect example of this. In particular, he should be on the watch for jobs that require different levels of commitment from the students—the varying reactions that you might get in a fraternity, for instance. If the fraternity decided to work with the boys' club mentioned above, some members would be willing to work for several hours a

week. They could become "big brothers" to some of the boys. Other members of the fraternity might only want to show up on Saturday morning for an hour; they could referee basketball games. The needs of a boys' club are so varied that every member in the fraternity could find a job that matched his desire to serve.

Students who get involved in group projects of this kind often become interested enough in volunteer work to sign up with a regular program.

Third, the director should try to get the student volunteer programs that already exist on campus, if any, to become part of the overall operation. Indeed, he should attempt to make them the foundation of the new effort, no matter how unsuccessful they have been in the past. At the very least, they have a group of committed students. And if they are ignored, the university may appear to be trying to supplant them by ramming through its own volunteer program. This in turn could make the students suspicious. Unfortunately, many students on many campuses are already wary of their administrations.

If there is one rule that a director should follow when starting an Office of Volunteer Programs, it is to be completely open and frank at all times. Never promise the students anything you can't deliver. Never try to snow them, not even a little bit. Students must trust the program and they must know it is fundamentally theirs before they will support it.

Organizing

As he starts to work, the director will also have to solve a problem of organization: how can he most effectively set up his office to handle all the necessary work with volunteers—recruiting them, training them, transporting them.

There are two extreme approaches to this problem, each in use on some campuses. The director can let each student program run independently, or he can centralize control of everything in his office. The first approach leads to chaos, the second to stultification. As usual, we recommend a partnership between students and school, a partnership that will free the director from enough of the detail of the program so that he can concentrate on the broader points of his job noted above.

Several campuses have successfully established what is usually known as a "volunteer placement bureau" as part of the Office for Volunteer Programs. Staffed by a part-time graduate student, and some students on work-study programs, the bureau is basically a clearinghouse. All the requests for volunteers from the community, which have often been stimulated by the director, funnel into the bureau. The fact that the requests go to one central spot is a great help to the community.

All students who are interested in becoming volunteers apply to the bureau, which processes their applications and refers them to the student-run program that best meets their needs. The students like having one centralized agency that can give them information on all of the programs and process their applications. On campuses where there is no central bureau, it is often more difficult than you would think for students to apply to work as volunteers. The programs seldom have an office, and the student leaders are usually out in the community when they are not in class.

By matching the community's re-

quests for service with the students' desire to serve, the bureau in effect becomes the originator of many volunteer programs. In the past, some community agencies have shied away from taking volunteers right off the campus but accepted them eagerly when they were channeled through a university-run placement bureau. And because it is a clearinghouse that the community must go through, the bureau can exert a good deal of influence over the way the agency uses the program; the bureau, after all, channels the manpower. For example, an established agency might want to set up a volunteer program, but be reluctant to let the students run things—a basic requirement for any sustained success. The bureau is in a position to say that the agency has to let the student leaders take over within a certain period of time or the agency will get no more volunteers. In a related matter, the bureau could insist that the volunteers not always be used for such mundane tasks as filing and typing. Most volunteers want to work with *people*, not *things*. The needs of the students must be fulfilled by the program as much as the needs of the community, or in the long run there will be no program.

The creation of a bureau to handle the placement of volunteers has another important advantage over the system of letting each student program fend for itself. A basic tenet of any program is that it does not have to accept every volunteer who applies. There are some who just wouldn't work out in a particular program; they have the wrong training, or talent, or temperament. If there is no central clearinghouse, the turned-down volunteer then has to go through the long process of seeking out the leader of another program and applying again. This can be extremely frustrating: here is a young student eager to serve and no one will let him. The redtape can turn him off altogether. But with a bureau handling the processing, his original application can be quickly forwarded to another program. In time, the bureau is usually able to find a spot for everyone who volunteers.

Finally, the bureau works so closely with the various programs that it soon identifies the potential leaders in the group—the ones who can be developed to take over when the present leaders graduate, or, perhaps more important, to start new programs when the needs arise.

Normally, the volunteer placement bureau does some general recruiting for the movement as a whole, but the student leaders of each program are responsible for doing the basic recruiting for their own project. The bureau should help and coordinate, but it must not dominate.

Recruiting

Recruiting—by both the bureau and the individual groups—is a fundamental job that must be done if the program is to grow. Successful recruiting depends upon an atmosphere that is created by many things, not just one clever gimmick. The goal is to make volunteer work the "in" thing to do on campus. That means getting the influential student groups on campus on your side, reaching the influential professors, persuading the school paper to carry a regular column on the volunteer opportunities that are available. It means getting a friendly ear at the campus radio station, getting an art major to draw up posters, getting some knowledgeable volunteers to

run an information booth outside the student union.

And all the while the director of the Office of Volunteer Programs should be spreading the word everywhere he can, at every opportunity he gets. The campus banquet circuit stretches from fraternity row to the astronomy club, and the director should make every stop. He should appear before groups in the residence halls, and accept professors' invitations to visit their classes to discuss volunteer opportunities.

But even the most intensive and sophisticated recruiting depends upon the success of the volunteer programs themselves. When they start to move, when the students start getting a solid feeling of accomplishment, the word will get around. Enthusiasm is catching. It's the best salesman you've got.

Processing

Once a student has been stimulated to apply, the director of the Office of Volunteer Programs should make every effort to process his placement as quickly as possible. When the spirit moves him, the student wants to go to work immediately. Delay can be very frustrating. Michigan State places the student in a program within 72 hours of his initial contact with the bureau.

Some students will want to apply for a specific program through the bureau. Others will simply want to apply as volunteers, allowing the placement bureau to assign them to appropriate programs. To speed up the process, the bureau should have one basic application form for all volunteers. This should ask the necessary facts about the volunteer and student—his interests, his training, his experience, the time he is available, and whether or not he has his own transportation. In addition, students who want to apply for a specific program fill out a second application that asks more detailed questions that relate to the special needs of the project. A sample of each of these forms is included in Appendix B of this manual. As you will see, the questions are thorough but they are not unreasonable ("Where was your mother's father born?"). Get the information you need—no more, no less.

Some bureaus prefer to interview the student before placing him in a program. The need for interviews usually depends upon the complexity of the program. They will not be necessary if a student is going into a well-structured project that will give him adequate training and close supervision. However, if he will be operating largely on his own, an interview will help determine

whether or not he can handle the job.

One basic problem with interviews is that they take time and personnel. Most of the interviewing has to be done at the start of a term when students normally submit their applications. The jam-up can discourage some students before they even get started as volunteers. The persons who do the interviewing should have at least some rudimentary training in the techniques of evaluating an applicant.

Transporting

Running a volunteer program can be a very frustrating business at times. You are trying to accomplish a marvelous thing—helping eager, idealistic students to help other people. But the success of a volunteer program depends upon the solution of many, many practical problems, some small, some big. And one of the biggest is the problem of transportation. If you can't get the volunteer to the project in the community, you have no program.

The only schools to escape the problem are those in cities with good public transportation systems and those who happen to be so close to the communities they serve that the volunteers can walk. All others have to face the basic reality: transportation costs money.

The director of the Office of Volunteer Programs has several courses of action open to him:

1. *Hiring cabs.* This is usually prohibitively expensive, even if special arrangements are worked out with the company, and every cab is piled high with students.

2. *Borrowing cars.* In a number of cases, schools have been able to persuade local automobile dealers to contribute a few vehicles to the program. To ease the strain on any one dealer, try getting a number of companies to each put up one vehicle.

3. *Leasing cars.* Generally, the rental agencies want a contract for a year, but you might be able to work one out for the nine months of school, if you have no summer program. Usually the cost of insurance is included in the leasing price, but don't forget to allow in your budget for gas, oil and maintenance.

4. *Using university cars.* If the school will give you access to its motor pool, this is usually the most satisfactory solution to the transportation problem. The vehicles are generally available at all times during the week—a great advantage when some girls have to be returned from a distant project at midnight. Usually, you will be charged your pro-rated share of the expense of running the pool. One obstacle you might have to overcome is a university regulation that students cannot drive school vehicles.

Even if you are persuasive enough to get some cars loaned to you free, your charges will run about $80 a month per car for gas, oil, maintenance and insurance. And if you lease cars, the cost will naturally be much higher. In many cases, the cost of transportation is about one third of the total cost of the program.

Here are some rough guidelines for estimating costs. The minimum number of vehicles that a new program requires is three, which will generally accommodate up to 300 students. To handle 500 students, you will need five vehicles. When you get five vehicles in your pool, you will have enough to run a rather complex schedule of trips. For every extra 500 students that you add to your program, you will need only one more vehicle.

The best kind of vehicle to lease

for this kind of operation is a van that can seat up to 12 persons. Station wagons holding 9 passengers are the next most efficient, and the six-passenger sedan is a poor third.

To run a pool of three vehicles for a year costs between $150 and $200 a month per unit, including gas, oil, maintenance, insurance and the leasing price. Figured on a yearly basis, you can assume the total cost of using the three vehicles will run about $7,200. Adding in the cost of employing a manager of the motor pool and student-drivers under the work-study program (who are discussed below) will bring the total close to $10,000. For each additional vehicle, the cost will be between $1,800 and $2,400 a year.

In practice, as it turns out, these figures are about what you could expect to be charged by the university if it allowed you to use its motor pool. In some cases, the cost of using university vehicles is actually higher. But even so, it is usually well worth it. Getting university support has definite advantages: better liability protection and more convenient servicing facilities than you would normally get with leased cars. The university also can usually guarantee you a vehicle; you don't have to worry about breakdowns.

Where will the money come from? In a few cases, the university picks up the bill. In more cases, the school and the students share the expense, and the ratio varies from campus to campus.

There are basically just two ways that the students can raise the money. First, they can solicit funds, often under the guidance of the director of the volunteer office, as described briefly in Chapter V. Second, they can try to persuade the agencies that are using volunteers to pay part of the transportation costs. The rate is usually less than one cent per volunteer hour. Some agencies may not be able to pay even this little; others will be able to pay much more. No community organization should be denied volunteers because it cannot pay for part of their transportation costs—that would defeat the whole purpose of the program. But some agencies might be more able to pay mileage than others. By playing Robin Hood and taking mileage payments from the better financed agencies and not the hard-pressed, the program may be able to raise enough money to reduce its transportation costs considerably. Some schools have been able to cut the figure from 25% to 33% by using mileage payments.

Running the Motor Pool

The basic job of the pool is to take the requests of the individual student programs for transportation and schedule the available vehicles to meet the requirements. It is a job that involves much detail and draws little applause, and the director of the Office of Volunteer Programs will be well-advised to employ someone to run the program. Otherwise, he will never be able to get away to do the rest of his job. In most cases, the pool is small enough so that it can be managed by a graduate student in business administration or a similar field.

To drive the vehicles, we recommend that you hire students who are available on work-study programs. As a general rule, you need a minimum of two student drivers, each working 15 hours a week, to man one vehicle efficiently. By using a special driver, you can keep the car constantly in service. This system is much better than simply allowing a

group of volunteers to take a car to drive to their project in the community. While they are working, the car sits idle at the curb.

After he receives all the requests for transportation from the individual programs, the manager works out a schedule for the drivers. Certain points on campus should be designated as pickup spots for the volunteers, who are told when and where to report.

Most of the trips the drivers will make will be regular runs, e.g., every Wednesday at 4:15 one driver picks up 5 volunteers in front of the library and takes them to the boys' club. A convenient way of keeping track of these runs is to give each one a number. A certain sequence of numbers could be designated for each day of the week: one through 100 are Monday's, 101 through 200 are Tuesday's, etc. In addition, the drivers will make occasional extra runs to meet the special needs of the volunteers.

Only under limited circumstances should the vehicles be used to transport children or community people. The insurance policies on the vehicles might prohibit it. Don't take a chance. Also, the transportation manager will have to be sure that none of the vehicles is used for personal purposes.

To keep the vehicles running smoothly, the manager should set up a regular maintenance program and keep accurate service records on each vehicle. A vehicle that breaks down may keep several hundred volunteers away from their work. The larger pools sometimes keep a vehicle on stand-by to fill in whenever an emergency occurs.

Finally, the manager should keep accurate records on how efficiently each car is used—the number of miles it travels, the number of volunteers it transports, the hours on the road. You should also keep a brief record on the performance of every driver. A driver who regularly is late on his pickups can undermine an entire program.

Orientation and Training

There is one basic rule: the shorter the orientation, the better. The student volunteered to go to work, not to sit in another classroom and listen to someone lecture him.

Working with batches of volunteers, the Office of Volunteer Programs should provide a general orientation—confined to one session—that deals with the following points:

1. The philosophy and goals of the program.
2. What the volunteer can and cannot expect to accomplish.
3. Some idea of the dynamics of social change in the community that the volunteers are about to enter.

The individual student program may also want to give its new members a brief introduction to its system of operation. Often the community agency cooperates with the student leaders in giving the new volunteers a preview of what they can expect. This session should include a visit to the agency so that the student can see exactly where he will be working. In some cases, the student will decide that he is not interested in that particular program. He should drop out right then rather than later on after the agency is counting on him.

Once he begins to work, the volunteer may feel a need for special training to make him more effective. A number of successful programs have been set up jointly by the community agency and the student

program. The sessions are scheduled at times that are convenient for the staff members of the agency, who often are too busy during regular hours to answer all the questions raised by volunteers. These meetings allow the students to get to know the staff members, and to understand the pressures and problems that they face. It also helps the volunteer to meet other students who are working at the same agency on other shifts or other projects. The students and staffers can relax with each other and have a free exchange of ideas and suggestions that will help the program succeed.

In a more formal way, the director of the Office of Volunteer Programs may later on want to organize courses that will help the volunteers gain more insight into their roles in the community. Noncredit seminars, workshops and retreats can be conducted by either the director or a group of interested faculty members. These sessions, which often explore such basic social problems as poverty and hunger, are most successful when they zero in on the question of how the *individual* problems of *individual* people can be handled by *individual* volunteers.

In some cases, the departments of psychology and sociology have offered courses for credit that analyzed the role and nature of the volunteer and the interaction between him and a community that often has values and customs that are new to his experience. Courses have also explored the psychology of individuals who are victims of the social problems that the nation faces. These classes are especially valuable if designed to allow the students to describe their own experiences and feelings.

If the school offers no such subjects for credit, the director of the Office of Volunteer Programs may decide, once the movement is starting to grow, to press for the scheduling of courses in the field that would be relevant to the volunteers. For example, an education course in how to teach in an inner-city school. How do the popular theories of education apply to teaching a seven-year-old boy whose family is on welfare and who seldom eats breakfast?

A problem with setting up such a course is finding someone to teach it. The faculty member has to be able to relate theory to the actual experiences the students are having. He has to be as familiar with the environment of an inner-city school as he is with the writings of John Dewey.

Class credit is also sometimes given for independent study taken on by volunteers. A volunteer program on one campus worked with probation officers in the juvenile court. The volunteers soon discovered that they did not understand enough about the problems and causes of juvenile delinquency to be of much help to the officers. As a result, an independent study project was arranged for the students with a professor of criminal justice.

Finally, the director of the Office of Volunteer Programs should give special attention to the training of student leaders. In many cases, the programs are only as good as their leaders, and in all cases the leaders eventually graduate. New prospects must constantly be developed.

The director should work with the various student program directors to determine who the potential leaders are. They and the established leaders can then be invited to participate in seminars or perhaps to go on a retreat.

Liability

This is clearly one area in which the director of the Office of Volunteer Programs must get expert advice. Right at the start, he should try to get the help of the university's counsel. If that is impossible, he must go to a private firm. With persuasion, he might induce a lawyer to donate his services to the program. Many young lawyers these days are deeply interested in the two basic

ingredients of a volunteer program—students and community problems.

This section seeks to present only the most general description of law as it might affect volunteers. *In every case, you should check with your lawyer on your particular situation and problems.*

Basically, a volunteer may be liable in two areas of the law—torts and contracts. In a tort action, a volunteer might be held responsible for an accident suffered by a child under his supervision. The occurrence of the accident itself does not mean that volunteer is liable. Generally, it must be shown that the accident resulted from the gross negligence of the volunteer.

Another type of tort action that the director of a volunteer program should familiarize himself with is a concept known as "vicarious liability." A volunteer becomes liable not for what he does but for the actions of another volunteer in the same group, or in what the law calls a "joint enterprise." For example, some volunteers take a group of youngsters to a baseball game. Due to the carelessness of one volunteer, a child injures himself. There is a possibility that all of the volunteers might be held liable.

To protect his program, the first step a director should take, as noted above, is to get the help of a lawyer, either the university's or one from private practice. There are certain additional courses of action that should be considered:

1. Getting the parents or guardians of all minors taking part in the program to sign slips giving their permission for their children to participate. (These slips are often not considered to be binding by the courts.)

2. Applying for liability insurance. The director generally will be well-advised to work out the most comprehensive liability coverage he can get. After the policy is written, the director should make sure that all of the volunteers know its broad provisions. In the related field of automobile insurance, for example, the volunteers should know if the policy limits its coverage to a certain passenger load. Some policies do not cover cars if they are driven as "public or livery conveyances." The insurance company might argue that a car was being used for a public purpose if the volunteer carried a load of children to a game under a plan that reimbursed him for his expenses.

The second general type of liability that a volunteer might encounter would be for violating a contract. This has happened in the past when students have contracted for goods or services without determining in advance that the agency or the program was going to pay the bill. If no one wants to pay the bill, the student may find that he is charged with the sum. The director should make sure that the volunteers determine that money is definitely available before they become the contracting agent. Generally, it is best to have one student in each program designated as the only person who can enter into contracts.

Rallying Support

As the volunteer program evolves, the successful director looks for help everywhere.

In particular, of course, he hunts for help on the faculty and among the members of the administrative staff. On many campuses, faculty members are working closely with volunteers. They make themselves available as consultants. They work closely with the students as advisers.

And they even join the programs themselves, thereby gaining a rare opportunity to learn from their students.

Generally, faculty members prefer to serve as consultants, a role that normally does not take too much of their time. The director should be careful to see that the professors who work more closely with the volunteers as advisers don't try to advise too much; there is the constant risk that they will take over control of the program from the students. The director should also be sure that no adviser begins to use the program for his own purposes, which has happened occasionally in the past when a professor needed someone to conduct research for him in the community.

Without getting too personally involved, faculty members can be helpful in two other ways:

1. They can endorse certain programs that they feel are worthy; their recommendations will help recruit volunteers.

2. They can tell the director the names of students who seem interested in the field and who are natural leaders.

In time, the director should try to get help from all parts of the academic community. Faculty wives are often enthusiastic participants in volunteer programs. And the secretary of the president at one school organized a group of secretaries to work every Saturday at a childrens club in the inner-city. The secretaries persuaded their husbands to lend a helping hand. Every Saturday, as many as 300 children made a point to go to the club.

Finally, the director should try to get the backing of local alumni groups and organizations. Alumni, such as doctors or engineers, often have special talents that can be very useful to several programs. Working with the volunteers, the alumni get a much more accurate picture of the students of today than they may have received from a television program on a riot. In many cases, alumni get so involved in helping programs that they pay for incidental expenses themselves. They also are extremely valuable fund raisers. Cultivate the alumni as though you were a football coach.

Evaluating the Program

The lack of good evaluation techniques is one of the basic weaknesses of the effort on many campuses. Too often the assessments come down to "more smiling children," or "contented volunteers," or "everything is running smoothly."

One indication of the success of the program is whether or not the community asks for more students, but the director of the Office of Volunteer Programs should try to develop more objective ways of measuring the progress that is being made. The goals should be built into the various programs at the start. If a program doesn't accomplish anything, it should either be reorganized or scrapped. If volunteers are teaching reading, the children's abilities should rise from, say, the level of second grade to fourth grade. Volunteers working with dropouts should get some dropouts to go back to school.

Good evaluation techniques serve two very practical purposes:

1. They enable the director to tell where the overall program is strong and weak. He can't rely on intuition if he is to guide the program forward.

2. Some tangible proof of success is necessary for the program to get support from the university and to raise funds from private contributors.

CHAPTER 8

issues for volunteers— some problems some concerns

Student volunteers are usually thoughtful people, and as they become more and more involved with the community, certain issues are going to begin to concern them. These issues are very basic; they will matter greatly to many volunteers as the program grows. The director of the Office of Volunteer Programs should be on the watch for signs of any problems that may be troubling his volunteers. Generally, the best way to handle them is by free and open discussion within the group.

Four of these issues that have been debated on several campuses by volunteers:

1. What am I really doing it for?
2. Am I doing any good?
3. Can a white work with blacks?
4. Should I support community efforts to force constructive change?

What am I really doing it for? On many campuses, volunteers have to learn to live with critics and cynics who question their basic motivation. The charges have become familiar: the volunteers are simply trying to achieve status. They don't really want to help people—they want to put people in their debt. They're patronizing the people of the community in a very sophisticated way. In reality, they're latterday Lady Bountifuls, sweeping into the lives of some needy people and expecting to be thanked for their largess.

The director of the Office of Volunteer Programs will have to be ready to answer these charges as he tours the banquet circuit on campus. The central point that the director should make is that the volunteer program, by its very nature, is hard work; it demands real service of the student. He can point out that a basic aim of the program is to develop *an empathy with*, not *a*

sympathy for, people in the community. The programs are not benevolent; they are action-oriented. The volunteers have to get involved with people and issues. They cannot stand aloof and distribute their favors.

An interesting fact about the motivation of volunteers is that it often changes as the person becomes more and more involved with the program. For example, a student may sign up because it is the "in" thing to do on campus and then, as time goes on, find that he is becoming emotionally committed to the program. To screen out a volunteer at the beginning because his motivation is not clear is unrealistic. Volunteers begin for a lot of reasons, but most of them stay because they really want to serve.

2. *Am I doing any good?* Volunteers will also hear the charge that they cannot possibly do any good: the problems are much too great to be helped by students.

This is another reason that it is important to develop the evaluation techniques mentioned at the end of the last chapter. Beyond any doubt, the volunteer programs do help. There just aren't enough of them. The National Program for Voluntary Action has found program after program across the country that is bringing very real benefits to the people. As the volunteer movement countinues to grow, the results will become more visible. People with special skills—lawyers, doctors, businessmen—are serving more and more as volunteers. Their contributions will help greatly.

One complaint that is sometimes made about college volunteers is that they are not concentrating enough on fighting poverty. In many cases, of course, they are. But the fact remains that many volunteers don't want to work with the very poor. Does this make their contribution worthless?

Of course not. There are dozens—hundreds—of jobs to be done. Levels of commitment vary, as we've said before. Some college students are not equipped by talent or temperament to work in the inner-city. They can do much good elsewhere.

On many campuses, the volunteers are beginning to work more frequently on programs that tackle basic social problems. A few years ago, students mainly tutored little children. Now they are more interested in setting up prisoner counseling programs, planning recreation, working on rehabilitation projects.

3. *Can a white work with blacks?* This is a difficult question to answer. Black students argue that only blacks should work in black communities. They say that blacks need to make progress on their own, not with the help of white students who come into their neighborhoods.

In particular, the black students feel that black children need to work with black volunteers in order to develop their own sense of identity.

White students reply that it is extremely difficult to recruit enough black students to serve in programs located in the inner-city. They also argue that it all depends on the kind of role the volunteers play in the black community. If their approach is condescending, if they build a superior-inferior relationship, then indeed they should not be working with blacks. If, on the other hand, they are genuinely trying to meet the needs of the people, at the request of the people, then they have a right to work in the community.

One solution that is being employed by a number of universities

is to have black community leaders for programs in black neighborhoods, although many of the workers are white. In essence, this approach is really a community-run program that is helped by the student volunteers. It is organized from within by blacks rather than from without by whites.

4. *Should I support community efforts to force constructive change?* As they spend time working in the community, some of the volunteers will become deeply involved in the problems of the people. If the community takes any concerted action—staging a boycott or a demonstration—some of the volunteers are going to decide that they should join them.

The director of the Office of Volunteer Programs must recognize this possibility. We obviously cannot recommend how he should handle the problem. Each situation will be different. But it might be helpful to describe an experience of this sort that occurred on one campus.

A group of volunteers joined with their community in staging a boycott of some local businessmen. The volunteers helped plan the boycott, but they also made arrangements for community people to meet with the mayor and other city officials in an attempt to solve the problem.

A number of non-volunteer students on campus tried to join the boycott and to turn it into a massive demonstration against "the establishment." The volunteers in the group had their own confrontation with these students and told them to stay out of the community.

The volunteers felt that they had a right to take part in the boycott. It was a community effort, and they had become part of the community. The volunteers believed that the outsiders on campus had no right to participate in the boycott. In fact, the outsiders, in the minds of the volunteers, were hypocrites who did not care for the people at all. They wanted to get involved because they enjoyed playing the game of confrontation. In the end, the outsiders were persuaded by the volunteers not to join the boycott.

In this instance, the director of the school's Office of Volunteer Programs supported the volunteers in their cause. He argued that they knew what they were doing, that they had thought through their position, that they were definitely a part of the community and that they had every right to take a stand. The director drew a sharp distinction between committed volunteers taking part in a boycott and uninvolved students trying to climb on the bandwagon once it was rolling.

In turn, the university backed the director and the volunteers. The officials made it plain that they were endorsing the volunteers' right to stand for a cause—not the cause itself.

Other incidents of this kind are likely to happen on other campuses as time goes on. Volunteers often care very deeply about issues. The director of the Office of Volunteer Programs must realize that the posing of issues—and their resolution—is an integral part of the program, a part of the process that enables volunteers to grow as individuals while they are helping others.

CHAPTER 9

how many ways to serve? DOZENS

Thus far we have concentrated on an over-all approach to volunteer service. This chapter, however, focuses on individual, student-run programs that not only have been successful on several campuses across the country, but that might be used as models on other campuses as well. That decision lies, of course, with the local program director. Nevertheless, the ideas presented here help to illustrate the kinds of programs which make the comprehensive model workable. They also illustrate principles we have previously discussed, such as the need to appeal to—and accept—varying levels of student commitment.

In order to make the listing more valuable to the individual campus program director, it has been organized in three sections. The first section discusses programs which might involve a variety of student talents and abilities. The second section lists programs involving students majoring in particular subjects, e.g., medicine, business, law. The final section describes some good projects that might be taken on once or twice a year by organizations that do not want to run sustained programs.

General Volunteer Programs

The volunteer programs in this category can usually be manned by students who have a variety of interests and abilities. However, certain specific abilities are needed to run some phases of these programs.

1. A Volunteer Speakers and Entertainment Bureau can enlist students with special talents, ranging from mineralogy to folksinging to puppetry, to present shows and demonstrations for children, physical rehabilitation groups, and senior citizens. A bureau of this kind allows a minimum commitment from the stu-

dents who sign up, since they are only called upon when their particular talent is needed. This is an excellent kind of program for students who do not have the time to commit themselves to a certain number of hours each week.

2. A Neighborhood Fix-up and Beautification Program, in which a small group of children or teenagers perform service projects in their own neighborhoods, can be successfully operated by a student leader. These projects may range from planting flowers and trees for neighborhood beautification to more difficult tasks, such as planning a new community center or painting and rehabilitating houses.

3. A big brother-big sister program with a local orphanage or with the local Big Brother or Big Sister organizations can be a rewarding experience for students and children alike. Although particular talents are not necessary, it is important to find students who are willing to devote quite a number of hours each week to the program. Big brothers and big sisters can be very beneficial for retarded children and youths needing physical therapy.

4. A total program of educational advancement and enrichment can be developed to give boys and girls from pre-school through high school valuable guidance, tutoring, and counseling. Enrichment courses for all ages, ranging from science to literature to computer programming for high school youths, can be offered. After-school learning rooms, summer school activities and college counseling for high school youths can become part of the total program.

5. A coalition of teenagers and college students can be formed to provide after-school programming in recreation, arts and crafts for younger children. The college students work with the teenagers and the teenagers, in turn, work with grade school children. Responsibility for the program can be shared on an equal basis between the teenagers from the neighborhood itself and college students from the university.

6. Students from the university, with the cooperation of the neighborhood, can operate a community center where a variety of programs and services are offered. Although community centers are usually considered sites for children's activities, such as scouting or clubs, they should also try to create programs for teenagers and adults. By developing good cooperation in the community, mothers and teenagers can usually be enlisted to work with smaller children while college students can concentrate on teenage and adult programs from child-care classes to rock dances to baseball leagues for the men. The entire community can and should be involved in the initial rehabilitation of the center. This involvement should continue either formally or informally so that the community center will indeed be community-based. Often groups such as the YMCA, Boy Scouts and Indian Guides cannot operate in the inner-city because of a lack of adequate facilities. By opening and staffing a community center, students can help to bring programs such as these to the inner-city.

7. Male students working with YMCA programs can serve as advisors to Gra-Y clubs, junior Hi-Y clubs, and Hi-Y clubs, after school, in the evenings and on weekends. These clubs offer recreation, arts and crafts, and citizenship training to boys from second grade through high school. As advisors to the pro-

gram, college students can plan and coordinate activities for the individual groups of boys with whom they are working. In-service group leadership training can usually be provided by local YMCA officials. Gra-Y Clubs usually meet two evenings a week after school, while the junior high and high school clubs meet one evening during the week.

In addition to regular club meetings, college students usually arrange field trips and regular visits to the central YMCA building for sports activities and swimming.

8. Many universities which enroll blind, deaf and physically handicapped students can enlist volunteers to assist these students in a number of ways. Volunteers, for example, can man a reading room for the blind in the campus library or spend a certain amount of time each week reading to blind students. In addition, they might tape record basic textbooks as well as outside readings and resource materials. Student volunteers may offer shuttle services for wheel-chair students or provide "special attention" as a volunteer roommate who would see that the handicapped student found his days at the university not only productive but comfortable.

9. An Educational Intensification Program for children who have been identified as working below their grade level is another opportunity for the student volunteer. Volunteers working with these children in small groups or on an individual basis can help them achieve their proper grade level. Supervision and assistance could be provided by teachers from the school in which the children are enrolled. The volunteers would also benefit as they became familiar with special education materials and techniques. The program would be coordinated by the school and would operate during, as well as after, the day of classes.

10. Student volunteers can serve as instructors in basic education, reading, math and special assistance classes at job training centers within the community. Volunteers who teach special assistance classes in accounting, engineering, and home economics must have some expertise in their fields. Volunteers usually meet with their classes twice a week, committing from six to eight hours weekly to the program. In-service training is usually provided by counselors from the manpower training facility in order to prepare the student volunteer for his role as a job trainer.

11. Graduate and upper-classmen can provide tutorial and educational assistance programs for incoming freshmen from minority groups. Tutorial study halls can be held regularly and counseling and guidance can be made available. Such a program is usually coordinated with the campus staff member who works most directly with minority group students.

12. College students, in cooperation with the local juvenile court, may work as junior probation officers, providing educational assistance and counseling for juveniles on probation. College student volunteers who work with these teenagers should be carefully screened, and their interests and personality characteristics matched with those of the juvenile. Since the volunteer meets with the juvenile at least once a week, and often every day, the role is especially demanding. The juveniles identified for the program are those who the court feels would benefit from individual help

with school studies and who voluntarily agree to participate. The program permits them to remain in school and may help alleviate many of the problems they are facing. Both male and female college students can participate.

13. Co-eds can volunteer to work with the YWCA in all areas of the community. Advising Y clubs and operating recreation programs are standard types of activities. Especially exciting inner-city teen projects, such as opening coffee houses and developing political awareness programs, have also been started by Y volunteers. The Y is also a good place to develop a big sister relationship with a working girl who is new in the community, or with teenage girls from the inner-city.

14. A Red Cross College Corps, organized in conjunction with local Red Cross chapters, can enlist volunteers to serve as instructors in community courses in water safety, first aid, and nursing. Under the auspices of the Red Cross, volunteers might work as hospital aides, physical or occupational therapy aides in local hospitals, or as youth advisors to Red Cross clubs in high schools, junior highs and elementary schools. The Red Cross College Corps may also serve as the umbrella organization for two other long standing Red Cross activities—disaster relief and campus blood drives.

15. College student volunteers can serve in various programs for the elderly. These may consist of visits to some private homes, as well as to nursing and extended care facilities. Both college students and the elderly gain a better understanding of each other through the relationships which develop in this type of program. In addition to the visits, other activities might include shopping tours, field trips, and combined projects, such as a card or reading club.

16. The "adoption" of an inner-city school by a campus residence hall can be another exciting program. Most residence halls today house 100 to 600 or more students; consequently, they contain a variety of student talents and skills which can be utilized. The principal of the school, the teachers, and a volunteer committee from the residence hall meet to determine which of the school's needs can be met through contact with college students. Such a program can include three areas of concentration: in-school and after-school activities; field trips on Saturdays; and visits to the homes of the children.

In-school and after-school activities might include tutoring in special subjects or physical education and recreation programs. In addition, volunteers with special abilities in art and music might also visit the school periodically to present lessons or assist teachers of these subjects.

Saturday field trips and campus visits could be held once a month during the school year. Such field trips not only provide an opportunity for many more residents of the dormitory to be involved, but can give the children an opportunity to visit a college campus, tour a farm or museum, or have fun at an amusement park. One major field trip out of the city could also be planned each school year.

To give the children an opportunity to feel that they are giving as well as getting, teachers might encourage their youngsters to invite volunteers to visit their homes. The visits can be made on individual basis arranged between a particular volunteer and

the child with whom he is working.

It is usually better when male and female residence halls adopt a school together, since it is important to involve students of both sexes. The need for good male images for inner-city youngsters makes this kind of joint effort a necessity. This program also allows students to commit themselves at various levels, i.e., some students can be involved on a weekly basis, while others can be involved less often.

17. A cross-section of male student volunteers could initiate an "outreach" program for alienated youths. The volunteers seek out teenagers who have dropped out of school and who need special help and counseling. They encourage them to return to school or become involved in job training programs. These youths will not be found in structured settings, in community centers, or YMCAs, but must be sought out on the streets. The volunteers offer unstructured counseling as well as encouraging these youths to become involved in special programs which will help them earn a high school diploma or get job training.

Although the volunteers serve primarily as referral agents to help youth become involved in existing community programs, the outreach workers also become needed friends with these teenagers. As friendship and trust develop between the volunteers and the youths, the volunteers try to encourage friendships among the youths themselves, first on a one-to-one basis, and later through joint activities.

18. Inner-city and local boys' clubs can also benefit from student skills in such areas as recreation, nature study, and wood working. Both male and female volunteers can usually participate. In addition, many communities are now operating or beginning to operate girls' clubs. College student volunteers could be extremely helpful in initiating and

operating such girls' clubs in those communities which do not have them at the present time.

19. College student volunteers can be used in relocation and rehabilitation projects in cooperation with various agencies of the city government. Individual volunteers, as well as student organizations, can assist families in moving from condemned houses into new homes, or help with rehabilitating old homes, painting, cleaning and doing repair work. While regular volunteers prepare for and organize the move, student organizations are enlisted to handle individual projects, such as actually moving the family or painting and cleaning. Rehabilitation and relocation programs, therefore, offer both an on-going program for regular volunteers as well as individual projects for student organizations to participate in occasionally.

20. Volunteers can work in neighborhood recreation centers, which are usually operated either by private organizations or by the City Parks and Recreation Department. Pre-school children's activities during the day, youth programs after school, teenage and adult programs in the evening, and special Saturday programs for all age groups are among the activities sponsored by such centers. Interested student volunteers might want to organize Sunday "family day" activities either at the center or at a family outing site. Not only can a variety of student skills and talents be utilized by these community recreation centers, but volunteers could be instrumental in insuring that these centers are meeting community needs.

21. A number of volunteer opportunities are available through Girl Scout and Boy Scout troop activities. College student volunteers can be especially helpful in developing scouting within the inner-city. Since many college students were once active in Boy Scout or Girl Scout organizations, they are well-equipped to assist in establishing new troops within the community or in working with a troop as a leader or an assistant leader.

22. Many different student talents can be utilized by Model City planning groups. Students can become involved in various research projects or actual on-site work within the community. Although many Model City programs are still in the planning stages, the opportunities to serve will increase as time goes by.

23. VFW hospitals and homes also offer the student volunteer an opportunity to become involved. Students may visit patients, work with rehabilitation programs or organize recreation for patients. Students may also volunteer their services in VFW children's homes where big brothers and big sisters are always needed.

Programs for Medical Students

1. Both nursing and medical students can volunteer to use their special skills in Neighborhood Health Centers. These centers, which help to meet the health needs of the community, are always in need of extra manpower.

2. Medical students can help meet the manpower problems of hospitals. They are especially helpful in social service and patient-care programs.

3. Medical students can serve on community planning and study boards to determine community health needs, as well as serving in community health programs, e.g., health-education, healthmobiles, immunization campaigns.

4. There are a variety of volunteer opportunities available for medical

and nursing students through Red Cross chapters in local communities. For example, the Red Cross blood program can use students to obtain information from blood donors and to catalogue and prepare patients.

5. Medical students can be useful in interesting inner-city residents in health careers, as well as helping them prepare for entrance exams for medical and nursing schools. Medical students can also help in preparing inner-city residents for careers in practical nursing, a field in critical need of qualified manpower.

Programs for Law Students

1. Both Legal Aid Society programs and the Legal Services program can use law students to handle case loads.

2. Law students familiar with welfare laws can work as lay advocates with inner-city residents who face welfare problems, making certain that the resident's rights are protected.

3. Volunteers can play a tremendous role in law education and training for inner-city residents and young people. Classes might be offered in such areas as juvenile codes, welfare laws, lending laws, and consumer protection laws. Such classes can help to make residents aware of their legal responsibilities and rights.

4. Law students can also serve as juvenile defenders of inner-city teenagers, as well as starting a "prevention" program through which teenagers would receive an understanding of juvenile codes.

Programs for Agriculture Students and Other Related Fields

1. Agriculture students can assist community residents in developing "community gardens", a program which uses idle land in the inner-city for raising crops. Shares are sold in a cooperative in the community to residents who own the gardens and share the produce with neighborhood residents. Agricultural student volunteers would assist primarily in the initial organization of the program and in selling the first shares. After the organization is functional, the primary goal of the volunteers should be to serve as technical advisors, e.g., selecting the crops to be planted.

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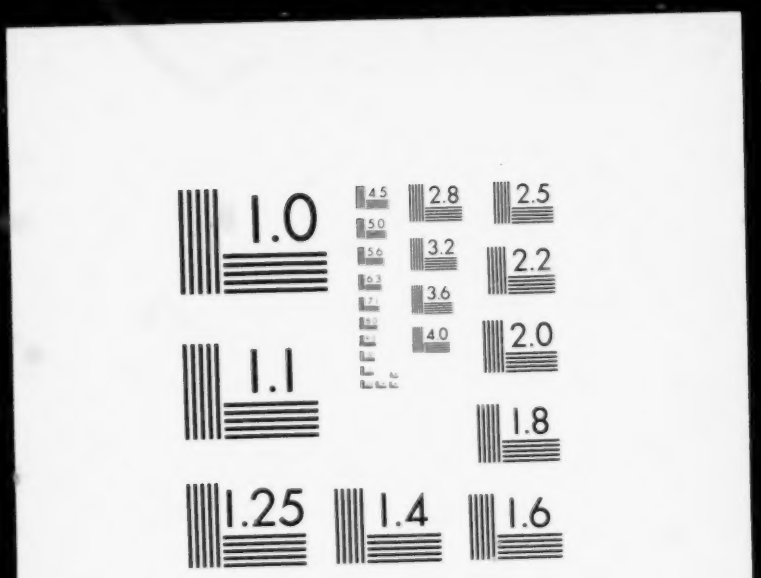

Although the primary goal is to provide the produce needed by the neighborhood, a peripheral result may be the development of community spirit and civic pride.

2. Horticulture students, working with the local florist association, could gather flowers from funerals and weddings to be remade by the students into arrangements and delivered to hospital patients and shut-ins in poverty areas.

3. A variety of classes and clubs for both children and adults can be offered by agricultural majors working after school and in the evenings with such organizations as Urban 4–H.

4. A conservation club for inner-city children and teenagers might be another student volunteer venture. Field trips and conservation activities could provide inner-city youngsters with a completely different understanding of their environment.

5. Forestry students might run related programs in conservation, centering them around camping trips and outings for inner-city children and teenagers. Even family camping could be attempted on a limited basis.

6. Conservation students could also lend their expertise to solving water pollution problems for their particular region.

Programs for Students of Science and Mathematics

1. Science and mathematics students can be well-utilized in both elementary schools and high schools. In the elementary grades, science majors might volunteer to present special science demonstrations to children. In the high school grades they may wish to serve as leaders of group projects, or to give special attention to either slow learners or gifted children.

2. Science students may also operate science clubs at community centers and schools. Using a slide rule to teach math to youngsters who have difficulty with the subject can be an exciting experiment for a math major. By learning to operate a slide

rule, youngsters can often grasp the basic principles of math, and then can work out practical applications.

3. Biological and geological science majors might enjoy initiating an on-going field trip program with community centers and schools.

4. Science and mathematics majors can also be used to teach adult education classes in space, biology and related subjects.

5. Science and mathematics majors can certainly be helpful in campaigns to solve problems of air and water pollution.

6. Mathematics students can be extremely helpful in developing computerized programs for a multitude of community problems, including traffic control and population density.

Programs for Students in Arts, Letters, and Music

1. Volunteer art students can offer prison inmates unique opportunities for creative expression. The main concern of the program should be to help inmates begin to discover themselves. Because art can be a direct and creative experience, rather than a verbal or intellectual activity, it is an excellent means for inmate rehabilitation. All aspects of artistic creation can be encouraged, including woodcuts, silkscreen prints, drawings, and photography.

2. Teams of fine arts students, representing all areas of the fine arts, including drama, music, dance and art, could initiate classes, discussion groups and lessons at schools, community centers and churches for teenagers and adults from inner-city areas. Although it might operate once or twice a week during the school year, the program should probably be intensified during the summer months. Occasional fine arts festivals, presenting the accomplishments of community participants, can be held. Frequently the local fine arts council can be helpful in getting such a program established.

3. Spearheaded by the members of the marching bands of our college

campuses across the country, music students can offer music lessons to inner-city children. A kick-off band concert in the inner-city would help to announce the program. Youngsters who express interest as a result would receive lessons at neighborhood community centers and churches. Offered on a weekly basis, the lessons would encourage the development of the youths' creative abilities. In many cases, however, it would be necessary to raise money to buy instruments for talented youngsters.

4. Student volunteers in conjunction with a community Negro art association may help to encourage and assist the development of black art, music, and drama. Students may be helpful in obtaining facilities and materials in order to make the association an on-going venture.

5. History students may enjoy helping to design a black history and literature curriculum for community schools.

6. A multitude of elementary, junior high and high school activities can be developed in which students of the arts, letters and music can participate. Their specialized talents can be put to good use.

7. Foreign language students, especially those majoring in Spanish, can teach English to migrant children who are settling permanently in a particular area and need to be acclimated to the school system.

Programs for Social Science Students

The social science student is well-equipped to serve in many of the generalized programs mentioned earlier and can play a prime role in determining their success.

1. Students of psychology, working in mental hospitals, mental rehabili-

tation centers, and special education facilities, can provide patients with needed one-to-one relationships.

2. Social science majors can work with alcoholics and itinerants at Salvation Army headquarters and Hope Missions within the community. This extremely specialized field requires students who have had some training and background; however, their services can be most beneficial to men and women who need this kind of help.

3. Ambitious social science student volunteers might want to establish crisis intervention centers in their communities. Basically, the crisis intervention center provides instant help and assistance for individuals in emergency situations. Crisis intervention centers can be very effective in helping to allieviate such problems as loneliness, psychological distress, drug abuse, etc. Although a demanding activity, manning such a center can certainly be worthwhile and rewarding.

4. State and local departments providing social services can effectively utilize social science students to assist with a number of client-oriented programs. Students can also design special projects which operate through the department of social services. Often these projects would not be possible without the help of student volunteers.

5. Prisons and detention homes are in need of social science students to work with group counseling sessions, recreation activities and other rehabilitative programs. Graduate students, for example, could participate in group counseling sessions, while undergraduate social science majors can offer specialized assistance to teenage boys and girls in detention homes who need help on an individual basis.

Programs for Education Students

1. Education majors can use their special talents to help learners of all ages and varying abilities from kindergarten through adult education classes. Some may want to serve as tutors working with one child or a small group of children. Others may like working as student aides, performing the functions of a teacher aide and tutor, assisting both the classroom teacher as well as groups of students involved in individual projects. They may present a lesson or supervise the class while the teacher works with an individual student. Most school systems are eager to have

student volunteers working in their classrooms and will be receptive to any such program.

2. There is a constant need for volunteers to work with state and Federal programs designed for pre-school youngsters. Especially imaginative education majors could help small children to develop verbal and conceptual skills.

3. Special education students might volunteer to work in schools for retarded, blind, deaf, and other physically - handicapped children. Students who work in such programs can help the instructors or work directly with children themselves.

4. Physical education majors could provide supervised recreation for children and teenagers during or after school, or work with the city recreation department to develop activities for community youths.

5. Physical education majors can also teach health classes and dance classes after school at community centers and churches.

6. Education majors can offer a wide range of educational opportunities for children in day-care centers, working under the supervision of the staff.

7. Vocational and industrial arts education students may want to sponsor clubs and other activities for teenage boys and girls after school and in the evenings. Often campus laboratories and shops which are not used during the evening hours could be utilized if there were student volunteers to staff them.

Programs for Students in Architecture and Engineering

1. Electrical engineering majors could organize ham radio clubs and related activities for community youths. Such clubs, which are often extremely popular with boys in the community, can be based at community centers or churches. Students would serve as club advisors.

2. Architecture and engineering students, working with the Model Cities program or with various city departments and housing authorities, may assist in city redevelopment and design.

3. Engineering students may serve as advisors to engineering clubs in junior high and high schools. There is a strong demand for Junior Engi-

neering and Technical Science Clubs (JETS), but few advisors are available to start them.

4. Architecture and engineering students may use their specialized skills to assist in various job training programs.

Programs for Communication Arts Students

1. Where facilities permit, communications students might train inner-city youths in the radio and television fields. A specially planned program for these youths might motivate them to work toward a career in radio or television. Teenagers from the inner-city form teams to handle all functions of the radio or television station, including announcing, business management, engineering, and news preparation. These teenagers usually train at the facility once a week, perhaps on a Saturday. After completing their training, the teams operate the station on a regular basis one day a week.

2. Students in photography and journalism can offer a photography club for children and teenagers through community action centers or churches. Inner-city teenagers usually find photography to be very exciting. In addition, the training and experience they gain may often lead to a career in photography. The clubs usually meet twice a week, once in a formal session and once for a picture-taking excursion. Film and equipment might be donated by local merchants, while the university might contribute processing facilities.

3. Journalism students might find it exciting to train and assist community residents to operate their own community newspapers.

4. Journalism students could also sponsor journalism clubs and classes during or after school.

5. Speech and drama majors may wish to develop dramatic and public speaking programs to give children and tennagers from the inner-city an opportunity for self-expression.

Programs for Home Economics Students

1. In conjunction with community residents, home economics students might promote quantity buying programs in ghetto areas. Student volunteers would take food and clothing orders from the community, and assist residents in ordering large quantities of these items. Organized on a block basis, savings derived from such projects can run as high as $250 per week per block when the program is fully operational. The program could be headed by a committee of community residents who help to determine the items to be included on the quantity buying lists, policy, and delivery procedures.

2. Home economics majors can offer a variety of classes in consumer education to assist inner-city residents with budgeting for and purchasing food and clothing. In addition to basic consumer education classes, courses in cooking, sewing, and other home economics areas might also be offered for inner-city women.

3. The skills of home economics majors can also be utilized at day-care centers. Besides performing some of the same duties described for education majors, these students can also help to prepare food and develop nutritional diets for the children.

4. Working with various local community agencies, including the Family Service Agency, home economics volunteers can visit inner-city homes where they can assist homemakers in such areas as housekeeping, food preparation, budgeting, and child care.

5. The city housing authority might wish to use home economics majors to instruct residents in the use and care of facilities in new housing developments with which they might be unfamiliar.

Programs for Business Students

1. Business students might wish to form a partnership with home economics students to assist with quantity buying programs.

2. Business majors can work with the local Junior Achievement program, helping to make it more relevant to inner-city youth, or they can serve company advisors within the Junior Achievement program itself. Business student volunteers may also assist in expanding the Junior Achievement program, acting as company advisors so that more youths, in junior high school as well as senior high school, can participate. Second-year Junior Achievement programs could also be started

with the products being sold for profit and the students paid for their activities. This type of program would certainly benefit inner-city youths.

3. Business students can encourage black capitalism, serving as technical advisors and assistants to Negroes within the community who are beginning their own businesses. Both undergraduate and graduate students in business administration can be effective in this type of program.

4. Business students can work to encourage community-owned enterprises, providing training in accounting and business practices.

5. Business majors could be used to study and evaluate the cost of city services, and find economies which will save tax monies. They may also redesign service systems to bring city services more efficiently to inner-city residents.

6. Business majors, especially those with secretarial and accounting skills, can help in community job training programs.

We hope that the foregoing outline of general and specific program models will help to stimulate students, community leaders and university officials to create volunteer programs which will serve both community and student needs.

Finally, there are a number of projects which can be performed by student groups which do not have volunteer service as their primary goal. We will mention just a few of these to give the volunteer programs director a general idea of the kinds of projects which can be developed.

1. Fraternities and sororities on the campus can adopt little brothers and little sisters. The concepts of brotherhood, upon which most fraternities and sororities are based, can and should be extended to inner-city teenagers as well. The program would serve two purposes, e.g., to provide inner-city youths with help with their studies and problems, and to acquaint them with the life of the college community, thus encouraging them to continue their education. For example, a fraternity might "adopt" five inner-city teenagers. The fraternity as a whole would be responsible for the five boys. Since the fraternity usually has thirty or more members, the burden for this project would not be too great on any one member. Nevertheless, there should be a member assigned to each boy to make sure that the boy is getting the attention he needs.

2. Residence halls could invite teenagers from inner-city high schools to spend a weekend on campus. Through using club funds as well as university facilities, the weekend could be accomplished at a relatively low cost. The inner-city teenagers and the residence hall students would be matched on a one-to-one basis. Again, the objective behind the program would be to encourage these teenagers to think in terms of a college education. Even if they were unlikely to go on to college, they might be encouraged to take some kind of training after high school.

3. Special projects, parties and activities could be begun at local children's homes and orphanages. These activities should provide both a learning experience as well as fun for the children involved.

4. Students could work in canvassing activities for a variety of organizations and agencies. Community surveys can also be extremely helpful in determining real community needs for use in creating new volunteer programs.

APPENDICES

APPENDIX A

A MINI-MANUAL FOR STUDENTS

This section offers a mini-manual for students to use in developing volunteer programs. The mini-manual should also be helpful to the volunteer programs director in providing guidance to students developing volunteer programs. It was designed for a student audience and may be given directly to students at the discretion of program directors.

YOUR OWN THING . . . HOW TO DO IT

Interested in starting your own volunteer program? Here's how to do it now that you've discussed your ideas with the Director of your campus Office of Volunteer Programs.

I. If a program of the type you propose is not currently in operation, the next step is to prepare a brief description of your proposal and present it at a meeting of community leaders who know how the community can best be served. In creating a program it is important to remember that the effort must be a "two-way street." The program must not only serve the community's needs, but it must also provide students with a creative outlet for their talents and interests. Similarly, programs which serve only student needs and interests frequently do not meet the needs of the community. These separate and diverse needs must dove-tail for your effort to be successful.

II. At your meeting with community leaders, you will serve as student spokesman. The meeting should answer the following points:

A. Is the program feasible and realistic? In other words, will it work?

B. Will it fulfill community needs?

C. Will it fulfill student needs?

D. What community resources and facilities can be used? Community poverty experts, community newspapers, YMCA's, churches, playgrounds, schools?

E. Will the program have the support of the community?

F. How many volunteers will be needed for the program to operate effectively?

G. Should the volunteers have any special skills or talents?

H. Can the community assist with any special training needed by volunteers?

III. With the answers to these questions in mind, you should prepare a detailed plan of action, and meet again with the Director of the Office of Volunteer Programs. Your action plan should outline your total approach—everything from a starting-up timetable to how you will train volunteers for your program. In creating your detailed plan, you may want to refer to the following checklist:

A. Goals:

1. What are the goals of your program?

2. Will it be possible to evaluate the success of your program by comparing these goals to your program's accomplishments at the end of the year?

3. Will your volunteers be capable of accomplishing these goals?

B. Timetable:

1. Initial Planning Timetable:

a. How long will it take you to recruit, train and place volunteers?

b. How long will it take you to secure needed facilities?

c. When will you hold orientation and training sessions for volunteers?

d. How long will orientation and training last?

e. Will you need time to raise funds?

2. Program Timetable:

a. When will the program start?

b. Will volunteers be needed daily, weekly, once a month?

c. During what hours of the day, weekend, and/or evening will volunteers be needed?

(The past experience of students who have initiated volunteer programs shows that it may take from four to six weeks of pre-planning and preparation before the program can actually begin. Pre-planning will help to insure that the program will get off to a good start.)

C. Resources and Facilities:

1. Where will your program operate from . . . a church, school, community center? (You should make certain that your location does not encroach upon the "territory" of any other volunteer program. In other words, your program should not overlap either in location or in activity with a similar program in the same area.)

2. What other community resources can you tap?

3. What university or campus facilities and resources can you utilize in developing an effective program?

4. How will you obtain these facilities?

D. Money and Fund-raising:

1. Most student volunteer programs can be operated on a very small budget or none at all, aside from the basic problem of transportation, which you should discuss with the Director of the Office of Volunteer Programs. Before continuing with your plans, you should consider whether you will need an operating budget, and how you will obtain these funds.

2. Often it is possible to convince community groups to contribute necessary materials, e.g., books, papers, pencils, etc. If your needs cannot be met by contributions, you may want to plan a fund-raising campaign either on your campus or within the community.

3. Fund-raising campaigns can take the form of anything from a car wash to community or campus canvassing. But, you must remember here, too, not to infringe on another program's "territory."

4. In budgeting your expenditures, remember that costs for a new project will be greater in the beginning; they should level off as the program begins to operate. Consider, when you make your budget, whether any special projects are desirable and how they will fit into your overall plan.

5. After estimating your start-up expenses, general operating expenses, special project expenses, etc., estimate at least 10% additional funds for unexpected or un-projected expenses. A sample budget may look like this:

$200	start-up expenses
125	operating expenses
75	supplies and materials
+ 100	special projects
500	
× .10	
50.00	unexpected expenses
500.00	
+ 50.00	
550.00	Total Budget

E. Volunteers:

1. How many volunteers will you need for your program?

2. Will they need special skills or talents?

3. How will you recruit volunteers?

(Do not neglect to use such communication devices as the campus newspaper and radio station, class and social meetings, student government meetings, and posters. In addition, if the program needs volunteers with special abilities in such fields as business, law or medicine, you might persuade professors in these fields to encourage their students to participate.)

E. Orientation and Training:

1. What orientation to the program will your volunteers need? Orientation sessions should provide the student volunteer with at least the following:

a. His role vis-à-vis the people with whom he will be working.

b. The goals of the program and the methods he should use to accomplish these goals.

c. The "demands" or "expectations" of his volunteer role.

d. When and where he will work.

e. Who his supervisor will be.

f. How he will get there.

g. Starting date.

2. What types of special training will he need?

a. Skill training: If for example, you plan to operate a tutoring program for ghetto under-achievers, your volunteers might benefit from specific training in how to teach remedial reading.

b. "Insight" development: You may discover that your volunteers will need assistance in understanding and dealing with cultural, sociological and psychological problems in their work. You may, consequently, want to request consultation services from faculty members who have knowledge and expertise in these areas.

c. Are there any community organizations or agencies which can assist with specific training needs? (If the volunteers will be working under the auspices of a particular community agency, this agency should provide the student with the specific training he needs to perform his job effectively.)

IV. Your meeting with the Director of the Office of Volunteer Programs should help you clarify your plan of action and the methods you will use to accomplish your goals. As you look at your plan you will note that many of these initial start-up plans must all be completed at the same time for your program to get off on the right foot. Finding facilities, recruiting volunteers, spreading the word, organizing orientation and training sessions—all need to be coordinated and accomplished before your program can begin.

In addition, you might want to talk with students who are operating other established volunteer programs to find out what problems they have had to cope with and how you can prevent similar problems from developing.

Finally, you should be aware, as you become more and more involved in your "thing", that not all volunteers will be as committed to the programs as you are. You should be tolerant and understanding of new volunteers who may not have as deep a commitment as you would like them to have. As they become more involved, they, too, will develop deeper insight and greater empathy.

It may take months, for example, for a white man to feel comfortable in a black ghetto. Let the timid and less committed volunteer ease himself into more difficult volunteer roles.

APPENDIX B

SAMPLE RECORDS AND FORMS

A successful volunteer program requires some paperwork—there is no getting around the point. Keep your records and forms as simple and clear as possible. This appendix contains samples that are now in use on some campuses. They appear in the following order:

1. Student Volunteer Application: This is the basic form filled out by a student when he applies as a volunteer. It asks for general information that will be helpful to the Volunteer Placement Bureau in assigning the student to a specific program. The reverse side of the form is used by the person who interviews the student to record more specialized information.

2. Special Program Application: Often a student wants to volunteer for a specific program. In addition to filling out the basic form, he completes a form that asks for detailed information relating to the particular program that interests him. In this example, the program is a Student Teacher Corps.

3. General Request for Volunteers: This basic form can be used by most agencies or student programs to ask the Volunteer Placement Bureau for students. It tells how many volunteers are wanted, and what their exact qualifications should be.

4. Special Request for Volunteers: At times, the work of an agency or student program may be so specialized that it requires a separate form of its own to describe the qualifications it needs in its volunteers. This sample is for a Student Teacher Corps.

5. Student Volunteer Permanent Record: This form records the student's history as a volunteer. It is helpful when recommendations or references are requested on the student. The form should be kept current as long as the student is a volunteer.

6. Information and Evaluation Form: This form is kept by the volunteer's supervisor in the community. It notes important information about the volunteer's activities, serves as an attendance record, and summarizes information that is helpful in evaluating both the volunteer and the program.

7. Special Transportation Request Form: This form can be used by the volunteer programs to ask for transportation for special activities. On the reverse side of this form is a list of rules and regulations that could serve as the basic ground rules for running any kind of motor pool for volunteers.

8. Vehicle Run Sheet: Every trip made by a vehicle transporting volunteers should be assigned a run number. The run sheet is filed by number and provides a record of passengers, pick-up locations, destinations and times for each trip made.

(Form No. 1)

STUDENT VOLUNTEER APPLICATION FORM
26 Student Building
353-4402

Name_____Student Number____

Local Address_____Telephone Number_____

_____Age_____Sex_____

Home Town_____Class: F. So. J. Sr. Gr.--------

Major_____Term of Application: F W SP Su

1. Do you have an automobile? Yes_____ No_____ 2. A driver's license? Yes_____ No_____ 3. Have you worked for campus Volunteer Programs before? Yes_____ No_____ 4. What experiences have you had working with children, teen agers or adults?_____

_____

5. List special training, skills, interests, or hobbies_____

_____

_____

6. List languages: Speak_____Write_____

7. Are you joining for a class? Yes_____ No_____

8. Name and no. of class_____Instructor_____

9. Please indicate a person *on campus* as a reference_____
Name

_____
Department

Please Indicate Class Schedule

	8–8:50	9:10–10	10:20–11:10	11:30–12:20	12:40–1:30	1:50–2:40	3–3:50	4:10–5	
M									M
T									T
W									W
T									T
F									F

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(Back of Form No. 1)

FOR OFFICE USE ONLY

Date of Interview_____Time_____

Preferences: 1._____

2._____

3._____

4._____

5._____

Comments:_____

_____

_____

_____

_____

_____

_____

Preferred Volunteer Times:_____

_____

Any Special Considerations:_____

_____

Interviewed By_____

ASSIGNMENT

Assignment:_____

Location:_____

Time: Day(s)_____Hrs._____

Supervisor:_____

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(Form No. 2)

STUDENT TEACHER CORPS
26 Student Building
353-4402

1. Have you worked for Student Teacher Corps before? Yes_____ No_____
   If so, school_____Teacher_____
   Would you like the same assignment again? Yes_____No_____
2. Please indicate type of assignment (Types listed below). Please select at least two choices:
   Tutor_____Teacher Aide**_____Student Aide*_____
   Team Aide_____School Aide**_____Department Aide*____
   Special Education Aide_____Adult Education Aide_____
   *Secondary Only **Limited Placement
3. Please indicate the level at which you are interested in working.
   Please select at least two:
   Early Elementary_____ Late Elementary_____Junior High_____
   High School_____Adult Evening Class_____
4. Any special consideration or comments should be stated here_____
   _____
   _____
   _____

Volunteer Types

TUTOR: The tutor is a volunteer who works with one child or a small group of children with an emphasis upon individual help or guidance. The tutor may work with students in a particular subject area, or in all subject areas with a student who needs remedial help or has been absent. The tutor's services can be useful to the gifted student as well as to the slower learner.

TEACHER AIDE: The teacher aide's duties primarily provide support to the teacher. The teacher aide performs such tasks as preparing instructional aids, correcting notebooks and papers, noting and reporting weak areas; preparing, maintaining, and supervision work areas (i.e. science and reading corners, easel), and collecting supplementary books and materials to be used in instruction. *It is important to note that because of the limited opportunity to work directly with children, the number of volunteers interested in this category is usually small.*

STUDENT AIDE: The student aide may perform some of the functions of the teacher aide and more probably those of the tutor. The distinctive feature of this type is that the student aide concentrates his or her efforts working directly with children. This may include such activities as presenting a lesson to the class, tutoring, supervising the class while the teacher works with an individual student or group of students. This is probably our most popular type of aide with both teachers and volunteers.

TEAM AIDE: With the increased use of team teaching, the team aide was established last year. The team aide can be used as a resource person (i.e. teacher aide) and discussion leader in the team teaching situation. The team aide may also oversee independent study.

SCHOOL AIDE: There are two types of school aides, interest area and general. The interest area aide is a person who is well versed and/or talented in a particular area such as physical education, art, dramatics, music, etc. This volunteer would usually be a junior or senior in college. The interest area aide would also benefit by using his or her talent. The volunteers would be available to assist in various classroom activities centering around their subject area, either through direct instruction or teacher assistance.

The general aide rather than work with an individual teacher is available through the principal to offer assistance for a variety of different functions and activities. For instance, the general aide may tutor several different children from different classes, or assist when a special project is taking place in a particular room where the teacher feels an additional pair of hands or supervision would be helpful, or assist in all school activities such as student council, newspaper, etc. Our office will provide sign up sheets to the school, to enable teachers to sign up for blocks of the aide's time.

DEPARTMENT AIDE: The department aide is a volunteer who serves at the secondary level and who works for an entire department, such as the English Department. This volunteer is available for use by any member of the department's faculty either as a tutor or student aide. The volunteer can also serve as a resource person for the department as a whole.

BIG BROTHER-BIG SISTER: The big brother-big sister volunteer works with an individual recommended by the school as needing this type of individual interest and attention. The relationship between the volunteer and the child is established at the school. After establishment has been made, the relationship is built through tutoring during school and further activity after school hours. The volunteer also maintains close contact with the school during the entire time he is serving in this capacity. Students interested in becoming big brothers and big sisters are carefully selected and screened before they are given an assignment.

(Form No. 3)

VOLUNTEER REQUEST FORM

University Volunteer Bureau

353-4402

Agency_____ Date_____

Address_____ Telephone_____

_____

Supervisor of Volunteers_____ Title_____

1. Volunteer Job and Duty Description:_____

_____

2. Number of volunteers needed for this description_____
3. Time required each week_____ hrs. When_____

   Duration of Assignment (i.e. 2 wks., 3 mo., 1 yr.)_____
4. Location of Assignment (if other than agency)_____
5. Specific qualifications or skills needed _____

_____

6. Special requirements needed: Training_____ Other_____

   Explain_____
7. Additional Comments_____

_____

8. Briefly describe program the volunteer will be working in

_____

(Form No. 4)

STUDENT TEACHER CORPS

VOLUNTEER REQUEST FORM

School Requesting_____

Principal_____

Individual Requesting_____

1. Type of volunteer needed* (Circle one)

Tutor_____ School Aide_____

Teacher Aide_____ Department Aide_____

Student Aide_____ Big Brother/Big Sister_____

Team Aide_____ Special Education Aide_____

2. Indicate grade or age level of students with which the volunteer will work.

3. If there is a major subject area, please indicate. If not, write 'general'.

_____

_____

4. Indicate the time volunteer is needed. (A.M. or P.M., or class period).

_____

_____

5. Indicate duties beyond those listed in job description for volunteer type chosen, if any.

_____

_____

6. Additional Comments:_____

_____

NOTE: Please return this request form to your principal or the individual in charge of the Student Teacher Corps program in your building.

(Form No. 5)

STUDENT VOLUNTEER PERMANENT RECORD

Name _____ Student No. _____

Year of graduation _____ Major _____

Home town _____ Sex _____

Addresses _____ Telephone _____

_____ _____

_____ _____

_____ _____

_____ _____

Initial experience: _____

_____

Special training, skills, interests, or hobbies: _____

_____

Languages: Speak _____ Write _____

Date of First Placement _____

PLACEMENT RECORD

Year-Term (Dates)	Placement	Evaluation

(Form No. 6)

UNIVERSITY VOLUNTEER INFORMATION AND EVALUATION FORM

Office of Volunteer Programs

This Form Should Be Retained for Evaluation of Volunteer at End of His Service

VOLUNTEER INFORMATION

Agency	Supervisor	Term	Year

Name_____ Phone_____

Address_____ Age_____

Major_____ Class_____

Days and Hours of Assignment_____

Additional Information

Experience:

Interests, Hobbies, etc:

Other:

VOLUNTEER EVALUATION

Check Box On Each Volunteer Visit

Attendance			1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

GENERAL INFORMATION

1. Please list assigned duties of the volunteer_____

_____

_____

_____

2. Was volunteer on time? _____

3. Was the volunteer appropriately dressed? _____

(Back of Form No. 6)

4. What age group did the volunteer work with? _____

5. If available, would you want the same volunteer again? Yes _____ No _____

GENERAL APPRAISAL

1. What was the volunteer's attitude toward his or her assignment? _____

_____

_____

2. Did the volunteer establish good rapport with people? _____

3. Was the volunteer prepared for the assignment? _____

4. What was the volunteer's strongest ability? _____

5. What was the volunteer's weakest ability? _____

6.

Please evaluate overall performance (evaluate from 10 to 1 using 10 as excellent and 1 as very unsatisfactory).

Circle one: 10 9 8 7 6 5 4 3 2 1

Additional comments on volunteer: _____

_____

_____

_____

_____

_____

Comments, criticisms, and suggestions on the University Volunteer Program in general: _____

_____

_____

_____

Date of Evaluation _____

☐ Check here if volunteer may see this evaluation.

_____

Supervisor

(Form No. 7)

OFFICE OF VOLUNTEER PROGRAMS
State University
Special Transportation Request Form

Date Needed:_____Time Needed:_____

Individual Requesting:_____

Organization Requesting:_____

Local Address:_____Phone:_____

Do You Need a Driver? Yes_____ No_____

If No, Name of Person Who Will Drive:_____

Local Address:_____Phone:_____

Driver's License Number:_____State:_____

Number of People To Be Transported:_____

For What Occasion and Purpose Will Vehicle Be Used?_____

_____

_____

Charge Mileage to Account Number_____

Signed:_____

FOR OFFICE USE ONLY

Driver Number_____

Vehicle Number:_____

Run Number:_____

(Back of Form No. 7)

SPECIAL TRANSPORTATION REQUEST
INFORMATION FOR FILING

WHO MAY APPLY

1. Application will be accepted from: (a) Organizations coordinated through the Office of Volunteer Programs; (b) MSU Volunteers working in a recognized volunteer program.
2. Other groups and individuals may apply for transportation under special circumstances as determined by the Volunteer Transportation Pool Coordinator.

PROCEDURES FOR FILING

1. All applications *must* be filled out *and* returned to the Volunteer Transportation Pool Office (VTP) *at least* seven (7) class days prior to the date transportation is needed.
2. If minors are to be transported, please signify such on application.
3. In answering the questions regarding "Time Needed", please state time of pick-up and destination; also time of pick-up and returning destination.
4. In answering the question, "For what occassion and purpose will vehicle be used?" please be specific and complete.

REGULATIONS

1. If you indicate that a driver is not needed, the person who will drive the vehicle *must* be a university student with a valid driver's license.
2. Drivers other than those working for the VTP must follow the procedures outlined on the form titled "Transportation Information" supplied by the VTP Office.
3. You *must* request a driver if minors are to be transported.
4. All minors who are to be transported must have the approval of their parent or guardian in written form. "Parental Permission Slips" may be obtained from the VTP and must be returned *at least* two days before the event.
5. Persons who are to be transported must be at no more than three (3) pick-up locations unless approval for more is obtained from the Volunteer Transportation Coordinator.
6. *Failure to follow the above regulations will invalidate the request.*

CHARGES

1. No charges will be made for organizations coordinated through the Office of Volunteer Programs except when traveling outside the Lansing and East Lansing city limits.
2. All others will be charged at the rate of $.09 per mile. (Be sure to indicate on the request form your account number to which the bill is to be charged.)

APPROVAL

1. The VTP Coordinator with the advisement of the Director of the Office of Volunteer Program will review the request and will determine whether or not approval will be given to a request.
2. Notification of tentative approval or rejection of a request may be received by contacting the VTP (353-4402) two (2) days after transportation is requested. Reasons for a rejection of a request will be given.
3. The Volunteer Transportation Coordinator may request that *additional* rules and procedures be followed in order to give approval to a request.

(Form No. 8)

OFFICE OF VOLUNTEER PROGRAMS

State University

Vehicle Run Sheet

Number Run_____

Driver Number(s):_____Vehicle Number:_____Day:_____Time:_____

Destination(s):_____,_____,_____

Passengers:

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

Name:_____Address_____Phone_____Pickup/Station_____

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